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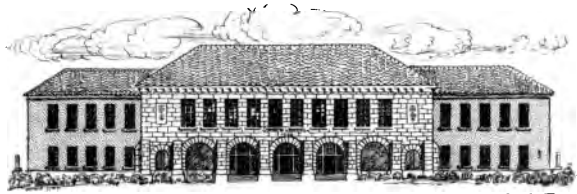

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THE

WERNER PRIMER

FOR

BEGINNERS IN READING

BY

F. LILIAN TAYLOR

CHICAGO NEW YORK
WERNER SCHOOL BOOK COMPANY

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

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Werner Primer

TO

ALICE CHAPIN.

"How to teach children to read, and what they should read, are two of the oldest and most complicated, as well as most important problems of pedagogy.

"The growing agreement that there is no one and only orthodox way of teaching and learning this greatest and hardest of all the arts, in which ear, mouth, eye and hand must each in turn, train the others to automatic perfection, in ways hard and easy, by devices old and new, mechanically and consciously, actively and passively of things familiar and unknown, and by alternately resting and modulating from one set of faculties to another, secure mental unity and school economy, both intellectual and material,—this is a great gain and seems now secure."

G. STANLEY HALL, Ph. D.

PREFACE.

THE WERNER PRIMER is a growth. It is based upon the kindergarten idea as taught by Froebel. According to his teachings, lessons in form and color should precede lessons in general science. The rainbow colors in flowers and fruits, and the sphere, cube and cylinder among type forms, furnish the most simple basis of classification for observation work. These simple and clear ideas are especially suitable for the subject matter of the first reading lessons. Studies of plant and animal life follow naturally and these are closely related to the literature which is presented in story, song and fable. Again, the lessons put into practice the kindergarten doctrine that the hand helps the brain in acquiring knowledge. A variety of occupations are provided, many of which will aid the child in learning to read and write.

This Primer outlines for the teacher's use all the work for the first term or half year including reading, writing, language, number, science, literature and occupations. Full instructions for the teacher's guidance are given in the "Suggestions," and in the notes accompanying each lesson.

An especial feature of the book is the easy transition from script to print. Every new word is first given in script and many of the script lessons are duplicated in print. The script is large and clear, the style being in full accord with modern educational ideas. The abundance of script provides much work in copying and tracing. The gradual introduction of words and the frequent and thorough reviews of the same, preserve the good features of the old methods of teaching reading, and combine these with the best features of the new methods. The one hundred fifty-six new words in this Primer are reviewed separately, both in script and print-form, and then in sentences. These words are again reviewed in connected sentences.

Most of the illustrations are prepared in outline in order to furnish easy drawings for the children to copy and trace, and also to aid the teacher in blackboard sketching. By means of outline pictures the child is enabled to read sentences from the first. This device aids greatly in obtaining good expression.

All the sentences in the first lessons direct the performance of some act, thus securing silent reading before oral is attempted. By appealing to the child's love for action the habit of looking ahead to get the thought, rather than of calling words, is emphasized. In the more advanced lessons, questions designed to be read and answered in the child's own words strengthen the habit of thought-getting. The sentence-method is used as the best means of securing natural expression and of associating the text with the thoughts presented by the oral lessons, and the word-method, to secure sight recognition of different words. A systematic drill in phonics and word-building is commenced for the purpose of improving articulation and training the child to find out words for himself.

Number is taught incidentally during the first few weeks, in connection with the reading lessons and occupations. Slate work in number is provided, first, in groups of easy drawings; and second, by a uniform arrangement of dots.

Directions and patterns are given for the following occupations: Copying and tracing of words and sentences, copying and tracing of outline drawings, matching words, word-building, stick-laying, tablet-laying, seed-laying, splint-weaving, and the making of paper-chains.

Although many kindergarten occupations are recommended in these pages, and sets of material of various qualities and values have been prepared (see pages 16 and 17) for the convenience of mothers and teachers, yet the only materials necessary for carrying out the plan of this book are colored leaves, flowers, fruits, and other familiar objects which the children delight to collect.

To Mr. C. L. Ricketts, Chicago, Ill., is due the perfection of the script appearing in this book—his sympathetic, masterful hand showing on nearly every page.

F. Lilian Taylor.

Principal Training School, Galesburg, Ill.

SUGGESTIONS TO TEACHERS.

THE following suggestions are designed to supplement the text of this book by giving additional directions to the inexperienced teacher. They will also assist the mother to use, in the instruction of little children in the home, some of the delightful methods of the kindergarten and the modern primary school. The work to be accomplished and the methods employed in teaching this book may be outlined as follows:

Oral Language. Conversations about the objects or the stories referred to in the text should precede the reading exercises. In these talks the children should be trained to express their thoughts in complete sentences. The whole plan of the book is based upon such oral instruction. The sentences of the first reading lessons are short and limited to a few words. It is, therefore, only by interesting the children in the subject matter, that there can be sufficient association of ideas with the meager text to arouse interest in what the words say.

Lessons in form and color, observation of a few common plants and animals, together with related songs and stories, furnish material simple enough for the most elementary reading, and at the same time give the beginners something worth reading about.

Color. The aim of these lessons is to increase the children's interest and pleasure in color, especially in flowers and other natural objects which they can bring to school. A pretty practice of some schools is to have a red-week or a yellow-week, during which time the color selected for emphasis, ornaments the school room. Pages 19, 23, 26, 27, 34, 39, 42 and 46 show how color-lessons may be adapted to the most elementary reading exercises. Much valuable aid in the study of color may be found in recent publications.

Form. The sphere, cube and cylinder, as studied in the kindergarten, introduce the child to science by giving him a clear and simple means by which to classify common objects. Interest in observing and collecting objects round like balls can easily be aroused in any school. These lessons should be followed by observation of objects having faces, corners and edges like the cube. The cylinder should be studied in the same manner.

The study of form, while simple enough for a child of three years to begin, is without limit in its extent and interest. This study is therefore especially suited for general lessons in country schools. Two or three minutes a day may be profitably spent in preparing, with the children's help, a list of a hundred spherical or ball forms.

Pages 26, 46, 47, 50, 51, 58, 59, 64-67, 84-87, 90, 91 and 106 show how form study may be used as the subject of reading exercises. The game of the fruit-seller, on page 24, will be found helpful in teaching both color and form. Pages 66 and 67 present reading lessons based on this game.

Test. The results of the observation work in form and color may be as easily tested as the children's ability to read. Are all the pupils eager to talk when asked to mention round forms? Have they made a collection of round objects, either at home or in the school room? Are they full of interest when a flower is shown, and ready to name the colors they see? If asked to bring something green or red to school, do a large number remember the request? Do they mention colors they have seen? These questions are definite tests by which the teacher may measure the results of her work.

Stories and Songs.—The Anxious Leaf (p. 69), which is a beautiful story from modern literature, and two of Æsop's fables furnish much reading matter. These stories should be told and retold to the children until each child can tell them in his own words. Let the children collect and bring leaves to school, learn and sing the related poem (p. 71), dramatize the song in play (p. 16), and thus enter into the poetical spirit of the beautiful selection. It will be noticed that the Primer gives directions for the children to gather leaves, read about leaves, tell a leaf-story, sing a leaf-song, play a leaf-game, trace, crayon, draw and sew leaves. Such a concentration of thought upon one topic deepens impressions and prevents the science work from being scrappy. Reading lessons relating to the leaf-story are found on pages 74, 75, 80 and 81.

The fables pictured on pages 94 and 102 are well suited for oral reproduction. Encourage the children to interpret as much of the story as possible from the pictures before reading the fable to them. Conversations about each animal mentioned in the story furnish additional material for both language and reading lessons. The province of these observation lessons is to lead the child to observe closely and to express in his own words what he sees. The animal in life, how he is shaped and dressed, where he lives and what he eats, what he does for us, and the care and kindness he deserves, are topics of intrinsic value. Science work with children should refer to life, motion and function rather than to structure and classification.

The reading lessons on pages 92, 93, 95, 100, 101, 103, refer to the fables. Bird-games can be found in all the kindergarten song-books. On page 112 is the picture of a bird, suitable for drawing, tracing, crayoning, cutting and sewing. Cutting and sewing can be carried out more conveniently by the mother than by the teacher. The occupation of sewing is impracticable in large schools.

Reading. In addition to the foot notes, a few lessons are here described in full. Page 19. Show red, yellow and blue flowers to a class of beginners. Ask each child to take one or more flowers, and designate both color and number. Encourage the children to tell each other what flower to take and how many. As soon as they become interested and speak in natural tones, write on the blackboard the word "Take," and after it draw a flower with red crayon. Tell them that the chalk is talking to them, and ask who will do what it says. Let the child who takes a red flower from the bunch read, "Take one red flower." Place on the board much additional work similar to, *but not a copy* of page 19, and drill until each child can speak any one of these sentences as a whole in a natural tone of voice. Let the children stand far enough from the board to see the sentence before them, placed so as not to be above their eyes. The importance of insisting on good expression from the first can not be too strongly advised. The most satisfactory results in expression will be obtained by teaching the beginners from the blackboard, and using the book as a test of the words learned, and not as a means of teaching words.

Page 23. Encourage the children to collect and to learn the names of the common leaves. Write many sentences which will lead them to notice and handle leaves. For example, the words "Bring me" may be written on

the blackboard and the sentence completed by drawing a maple leaf, or using in its place a real leaf. The little volunteer selects a leaf like the one designated, carries it to his teacher, and then reads, "Bring me a maple leaf." Just before recess lead the children to examine carefully the picture of the stem and leaves of the grass. Let them try to find and bring in a specimen exactly like the picture.

Page 35. Let the teacher write on the board a similar lesson assigning each sentence as soon as it is written to some member of the class. Each child studies his lesson, silently goes after the object or objects, and then returns to his place in the class. If the exercise is successful the teacher need not speak. She holds a long pointer horizontally under each sentence, thus making the sentence prominent. Each child to whom a sentence is assigned should, before reading it, act the thought expressed by the sentence.

Too much emphasis cannot be placed on the importance of connecting blackboard work in reading with conversations about objects, stories, games and occupations. The teacher should write in the presence of the class the sentences given by the children. No book nor set lesson prepared before the recitation can ever take the place of this free blackboard work in which children and teacher are equally interested.

A few leading questions on any subject will enable the teacher to obtain sentences which will contain the new words used in the lesson. Let each child read his own sentence as soon as written, remember where it is placed, and read it again after the sentences given by his classmates have also been written. Bright, quick drills given upon separate words by pointing, hiding, and especially by writing them elsewhere on the blackboard, will arouse observation and mental activity. Such work meets the needs of the brightest children, who are retarded by the drill necessary for the slower minds.

Devices. Obedience to the written directions described above is one of the best means of holding the attention. The children love action and the handling of attractive objects; therefore they watch the crayon to see what it is going to tell them to do. Their interest is based on the whole meaning of what is written, and thus silent reading is secured.

The teacher should be able to write a large, clear hand rapidly before the children, and to draw outline pictures with a few strokes of the crayon. The

most effective teaching is done by writing on the blackboard in the presence of the children. Set lessons, in the early stages of learning to read, do not tend to arouse life and hold the attention. The free use of colored crayon adds much to the children's pleasure. If the color-words are written with chalk of corresponding color the children will soon learn their form by association.

Exercises in finding known words in a story or song make a pleasant and profitable variation in the daily drill. For example, let the first stanza of "Come, little leaves," be written on the blackboard. After the children have selected and named the words they know, the teacher may read the stanza slowly, pointing as she reads to all the words. This device teaches the children many new words.

Another device much enjoyed by the children is the erasing of known words. After any lesson has been read the teacher holds up an eraser. This is the signal for requests; as, "Please may I erase yellow," "Please may I erase flower." The eraser is handed to a child whose request is politely made. He speaks the word as he erases and then is teacher in his turn, holding up the eraser, and granting, with a bow, the next polite request.

The hiding of separate words or phrases often wakes up a listless class. The teacher covers the words with a paper or book and the children tell what is hidden.

Phonics and Spelling. Phonic drills should train the ear to distinguish the sounds of which words are composed, the eye to recognize the symbols which represent sounds, and the vocal organs to enunciate distinctly, not only the elementary sounds, but such combinations as *tr, pr, fl, gr* and *sp.* These drills should be so connected with spelling as to aid the children in their first spelling lesson. The chief use of phonic drills is to give the child help in finding out new words. Ear-training, eye-training, vocal training and spelling may be united in the same exercise after a few introductory lessons. Teachers who do not understand this subject will find that with a little study of the dictionary, they can learn while they are teaching the children.

The first result to be gained in phonic drills is to train the children to recognize words when the sounds are given. Let the teacher give orders for physical exercises, rising, sitting, pointing to different objects in the room, or passing to and from the class, by slow pronunciation or sounding, thus: R-*ai*-se

h-a-n-d-s, F-o-l-d h-a-n-d-s, B-ow, R-i-se, P-oi-n-t t-o th-e d-e-s-k, s-l-a-te, T-ou-ch ch-i-n, n-o-se.

Again the teacher points to some object and enunciates very clearly the sounds composing its name. The children do the same, and in one minute a number of words may be thus sounded and imitated.

Devices. Outline a house or a tent on the blackboard and tell the children that they may find some *Brownies* hiding within. See directions p. 18. The characters *f*, *n*, *t*, *a* and *e*, preparatory to the work on page 36, may now be written in the windows and doors and on the roof. The children will be greatly interested in this exercise. When these characters are learned let the children sound the words *fan* and *net* on page 36. This page gives all the long and short sounds of the vowels and all the letters of the alphabet except *y* and *z*. Use these pictures for daily drill until the children can enunciate distinctly every sound of which each word is composed.

Page 37. Draw a fan and write below it the words given on this page. Trace with yellow or orange chalk the common termination *an* in order to make the likeness prominent. After each word has been sounded two or three times let the list be spelled, care being taken that each word be pronounced both before and after spelling, thus: fan, f-a-n, fan.

In all phonic and word-building drills let the children learn by imitating the teacher's enunciation until they are able to do the work without help. If these exercises are spirited and given twice a day for five minutes each time, the children will gain considerable power to find out new words for themselves. These lists provide excellent copies for writing exercises and also furnish all the material for oral spelling necessary for the beginners.

Writing. The slates on pages 20, 22, 28, 38, 48, 60 and 82 present for systematic drill the small letters except *j*, *q* and *z*. Short words, selected with care from the reading lessons, are used instead of single letters in order to teach the connecting lines. For the first lessons, however, the letter *i* is given, because many of the beginners cannot count beyond three strokes. It is also recommended that the first two strokes of the letter *f* be taught before the third to prevent the common mistake among children of turning the last stroke in the wrong direction. The differences between *o* and *a*, *b* and *f* need particular attention. A short time each day should be spent in careful observation

and drill upon a single word. The children like to go to the board and point out straight and curved lines, round and sharp turns, and lines which are alike and different. Such exercises quicken the observation and impress word-forms on the memory. The teacher who is thoroughly conversant with the forms of all the letters, and who exercises constant care to prevent wrong habits, will have no difficulty in teaching writing.

Let the copies written on the blackboard for the children be very large. The word *me* should be at least six inches high. Drill on the form of this word until the children can write it correctly from memory. As soon as possible the children should be required to copy each script lesson including the outline drawings. Much blackboard work is recommended.

Number. Pages 29, 40, 41, 52, 53, 104 and 105 outline the number work for the first half of the first year. Numbers from one to five are taught incidentally from the reading lessons and occupations. A test in sight-recognition is found on p. 29. Pages 40 and 41 illustrate slate-work in addition and subtraction. In all observation lessons the children should be led to express their ideas of number. Let the form of the figures be most thoroughly taught, step by step, from the blackboard, before the children are allowed to use these in their work. Page 105 gives copy for slate work and tracing.

Tracing. This is a favorite occupation with the children and helps to impress word-forms on their memory. White or brown tissue paper may be placed on any of the script lessons in the book, and with a lead pencil the child may trace both the script and the outline drawings. If colored pencils are provided the colored plates may also be traced. Many embroidery patterns in black and white are suitable for tracing and these afford opportunity for judgment and choice in the selection of color.

Drawing. The illustrations in this book are simple and are made in outline to afford occupation for the children and to help the teacher in blackboard sketching. It should be a part of their daily work to copy them in connection with their silent study of the lesson. A little tact on the part of the teacher will lead them to attempt the drawing of any object they wish to represent. The use of drawing in teaching reading and number is illustrated by the Primer, yet it is only by leading the child to draw as a free expression of thought, that the best results may be secured. In the lessons on page 63

the children should show by their slate work that they have silently studied and followed the directions of the text. They may be led to enjoy this work rather than to look on it as a task. In number encourage them to illustrate original problems suggested on pages 40 and 41 in the place of repeatedly copying the picture given. Most of all should they be encouraged to draw freely the leaves and other objects which they bring to school.

Matching words. Each child is provided with a box or envelope containing separate pictures and corresponding words. He should select the pictures, lay them in a horizontal row upon his desk, then take the word-cards from the box, one by one, and place each by the picture which it names. Suggestive patterns for making this material are found on pages 21 and 53. Outline drawings may be easily transferred to any paper by tracing them with a soft black pencil on tissue paper, then inverting the traced pattern on the card where the drawing is wanted, and retracing the picture on the other side of the tissue paper. Large sheets of manila cardboard will afford good and inexpensive material for this work.

Word-building. Boxes of printed letters are also useful. These are furnished very cheap in some places by the home printer who sets up a font of type and prints long strips of manila paper an inch wide. When only the small letters are used and the cutting done by the teacher, the expense is reduced to a minimum.

Stick-laying. A twenty-five cent box of colored sticks will pay for itself many times in the variety of occupations it can furnish. Sorting and matching sticks according to color and length will keep the little beginners busy and quiet. As soon as they are able to do this work each child should be provided with an envelope containing twelve inch-sticks, eight two-inch sticks, four three-inch sticks and four four-inch sticks. This collection gives material for squares of different sizes and also illustrates the foot measure. Each envelope should contain sticks of one color only.

It is recommended that the teacher place on the blackboard a new design each day for stick- or tablet-laying, alternating the two occupations. The children may lay a design like the copy, draw it free-hand on the slate or paper, then make anything they please and draw their invention. Page 96 gives many patterns. Page 97 gives a related reading lesson.

Tablet-laying. Any teacher desirous of using this occupation should provide each child with a box of colored tablets. With this material the children can follow the directions given by the text in the lessons found on pages 64, 65 and 91. This material can also be used for the invention of pleasing designs.

Seed-laying. Ask the children to bring watermelon and pumpkin seeds to school. On the back page of the cover of this Primer is found a design for seed-laying. Many similar designs may be made by the teacher or mother. (Cups and saucers furnish means of drawing circles if a compass is not at hand.) The children may arrange these with much taste, placing, for example, the dark seeds around the central figure and completing with white ones. Short words may also be drawn and covered with seeds or coffee-berries.

Paper-chains. Each child should be provided with a number of narrow strips of paper about four inches long. Show how to paste one strip into a ring using as little paste as possible, and matching the edges neatly. The next strip of paper is put through this ring and matched as before, thus forming two links of a chain. But two colors should be used in a chain and positive colors should never be put together. A small cup of thick flour-paste taken from the stove just before it boils, will furnish fifty pupils with all the paste needed for a lesson. Paste-cups may be made by the children from coarse brown wrapping paper, and tooth-picks may serve as brushes.

Splint-weaving. This is a restful occupation for tired children and very helpful to primary teachers in an emergency. After the first lesson, which should be carefully given, two bundles of splints or white cigar lighters will keep a school of little children pleasantly occupied for a half-hour. The weaving is very simple and may be learned from any kindergartner or kindergarten guide. The first lesson may be given as follows: Ask the children to hold three splints in the left hand like a fan, then to take another splint and weave it over the first, under the second, and over the third. The fifth splint should be woven under the first, over the second, and under the third. Show how to shape the fan into a window or picture-frame and invention will follow.

Kindergarten games. Many of the kindergarten games are suitable for rest-exercises and for rainy-day recesses in a primary school. The leaf-game dramatizes the words of the song on page 71 and relates to the reading lesson

on pages 74 and 75. It is played as follows: The child who conducts the game steps into the circle and bows to a boy saying, "Will you please be the wind?" Boys and girls are chosen to be leaves, with the words, "Will you please be a leaf?" A little girl who wears a red dress is asked to be a red leaf. Each child is given a part in the game by letting all the girls play they are snowflakes and all the boys play the part of the wind in beckoning to the leaves. During the first stanza of the song, the boy who is inside the circle runs about among the leaves beckoning to them. The boys who are standing still also beckon, and imitate the noise of the wind by singing the tune with the continuous sound of *z*. The girls sing the words of the song. At the words "Soon as the leaves heard the wind's low call," the children in the circle imitate the motion of the leaves in flying and whirling with the wind. When they sing "Soon fast asleep," they sit down in the middle of the circle and pretend they are asleep. When the snow "lays a coverlet over their heads" all the girls step toward the sleeping children and, with outstretched hands, imitate the movement of the falling snow.

MATERIAL.

A large assortment of material for instruction in the home or school may be collected by the children or prepared by the mother or teacher. Flowers, leaves, fruits, seeds, objects similar to the sphere, cube and cylinder, insects and pet animals, may be brought by the children. The teacher may prepare boxes of word-matching material suggested by the patterns on pages 21 and 53; reading cards (pp. 32, 33); designs for seed-laying (last page of cover); square tablets of colored card-board for the lesson on page 91; sewing cards (pp. 25, 31, and 112), and large number-cards (p. 104). A sand-box or table may be prepared by filling with putty the cracks in any wooden box; clay may be obtained from the nearest pottery, and wool-balls of the six primary or rainbow colors made at little expense. For those who wish to purchase the kindergarten material referred to in the reading lessons, the following collections have been made:

Collection No. 1 includes all the material necessary to carry out the plan of the book in the home instruction of one child. The teacher will find this collection sufficient for objective illustration in the teaching of all reading lessons which relate to kindergarten occupations. Collection No. 2 recommends val-

uable kindergarten material for home instruction without regard to cost. Collection No. 3 recommends material for occupations in a primary school of fifty pupils. Collection No. 4 adds to this other valuable and more expensive material.

Collection No. 1. Fifty one-inch cubes (25 cents); 3 dozen kindergarten beads (balls, cubes and cylinders of six colors), (12 cents); 1 box colored sticks in assorted lengths from 1 to 5 inches (25 cents); 1 box colored tablets (10 cents); 1 bundle splints (5 cents); 1 box colored pencils (10 cents); white or brown tissue paper for tracing (5 cents).

Collection No. 2. Peg-board in box with pegs (35 cents); 1 box soldered rings (65 cents); 1 gross kindergarten beads (40 cents); 1 box blocks, cubes and bricks, exact dimensions ($1.25).

Collection No. 3. Two thousand colored inch-sticks (30 cents); 2 boxes colored sticks from 1 to 5 inches (50 cents); 2 bundles splints (10 cents); 2 quarts inch shoe pegs (10 cents); tissue paper for tracing (20 cents); colored chalk for blackboard (6 cents); 4 packages small manila envelopes (20 cents); 100 inch-cubes (50 cents); manila card board at 5 cents per large sheet.

Collection No. 4. Peg-boards at $1.75 per dozen; colored tablets at ten cents per box; scissors, paper for folding and cutting, drawing pencils and colored pencils.

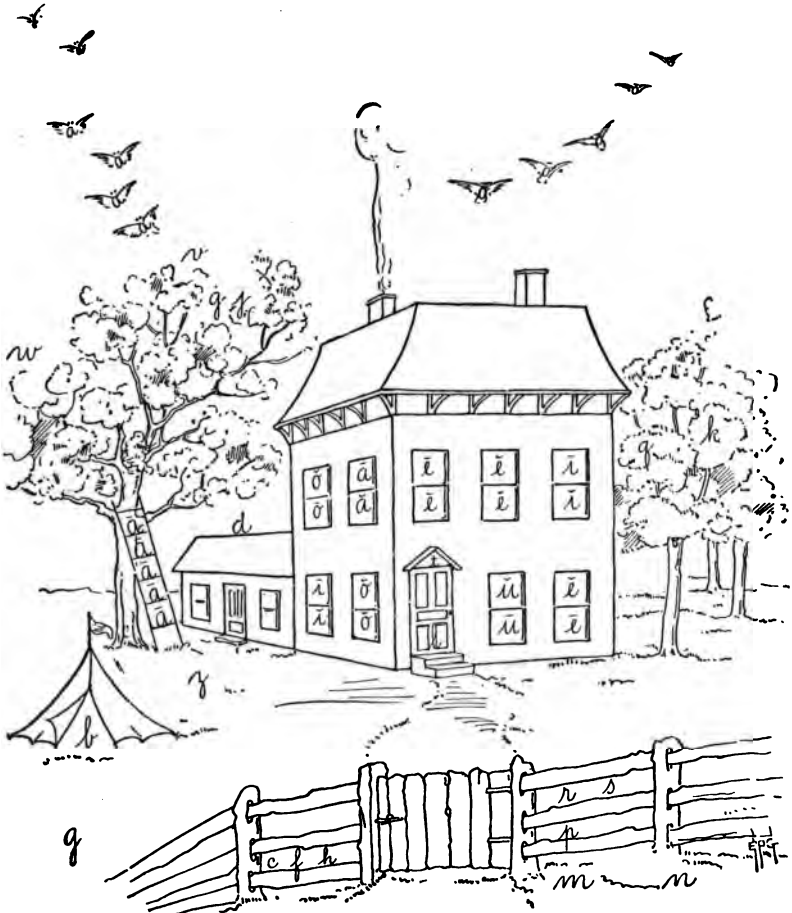
The following books are recommended:

BOOKS FOR THE PUPIL'S READING.

Fuller's Illustrated Primer.
Rickoff's Illustrated Primer.
Cyr's Children's First Reader.
Todd's Normal First Reader.
Verse and Prose for Beginners in Reading.
Stickney's First Weeks at School.
Cyr's Children's Primer.
Bass' Nature Stories for Young Readers.
Heart of Oaks Books. No. 1.
New Normal First Reader.

BOOKS FOR THE TEACHER'S USE.

McMurry's Classic Stories for the Little Ones.
Wiltse's Kindergarten Stories and Morning Talks.
Hofer's Child's Christ Tales.
Hooker's Child's Book of Nature.
Cooke's Nature Myths and Stories.
Sea-Side and Way-Side. No. 1.



NOTE.—Device for teaching phonics. See page 12.

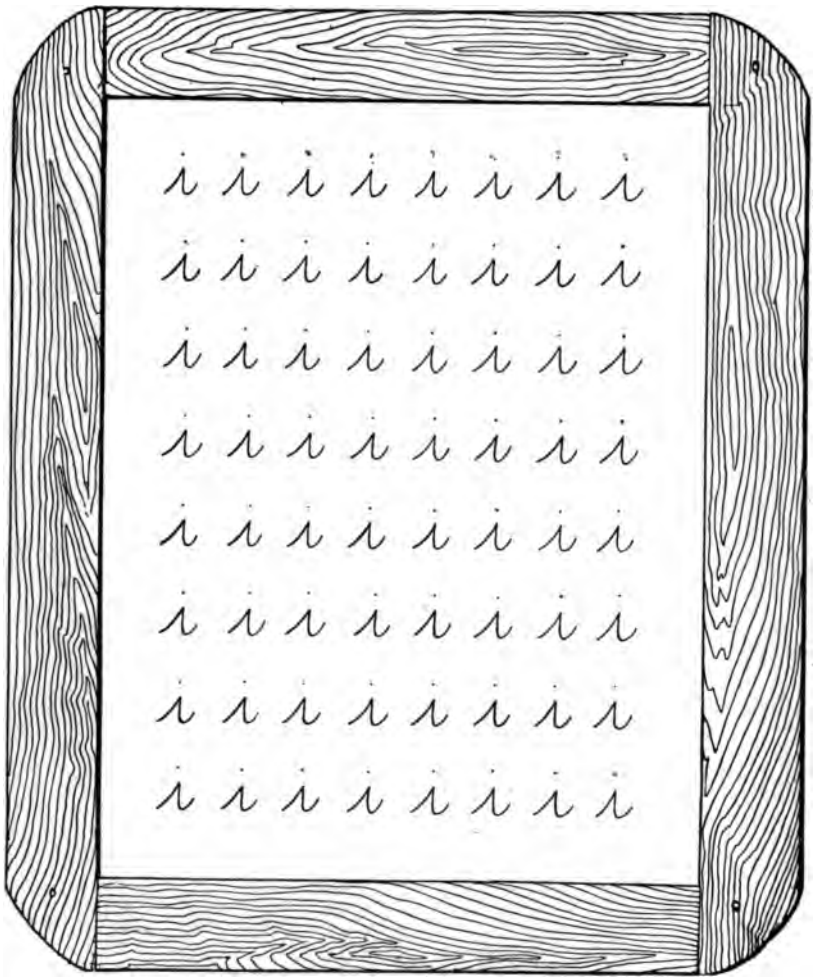
Take

Take

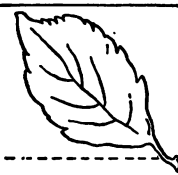
Take

Take

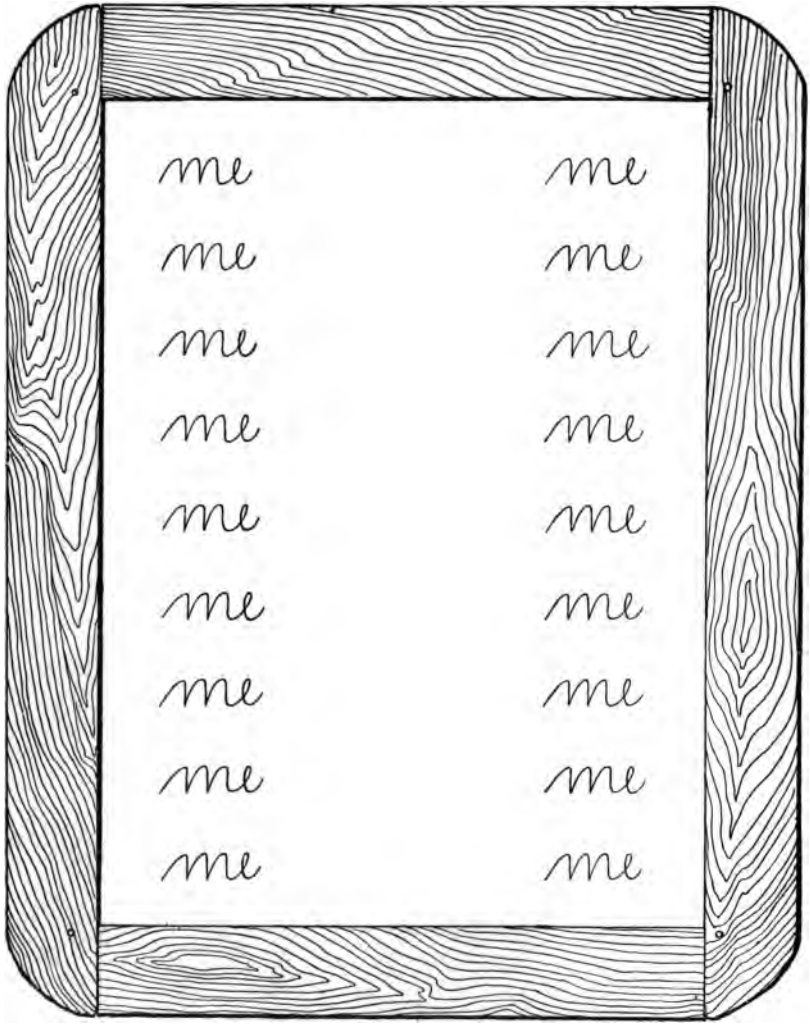
NOTE.—Encourage the pupils to bring flowers, and observe their color. This page should be read as follows: "Take one blue flower," etc. Page 9.



NOTE.—Drill thoroughly on the form of this letter. Page 12. Copy this letter many times and use it also as a tracing lesson. Page 13. This is the only lesson given for drill in writing in which a single letter is used, because many children can neither count nor copy more than three strokes in their first lesson.

a ball	a flower
a flower	a ball
	
a bud	a leaf
a leaf	a bud

NOTE.—This is a pattern page for the word-matching occupation. A similar page may be prepared and the words separated. Defer the separation of the words immediately below the pictures until the second lesson. See page 14.



NOTE.—Daily drill should be given upon this lesson until the children can write it correctly without looking at the copy. See page 12.

Find

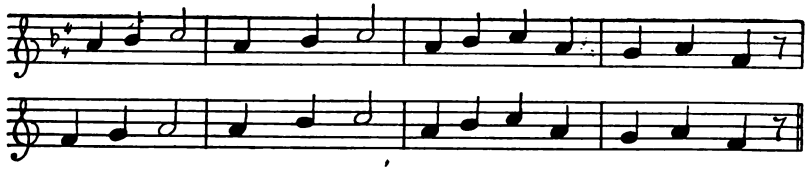
Find

Bring me

Bring me

Find

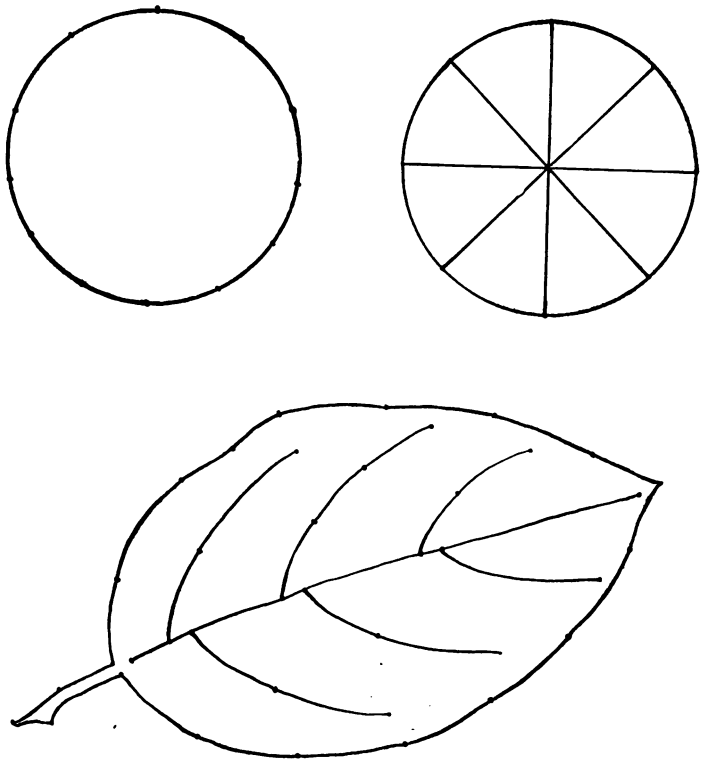
NOTE.—Encourage freedom in reading; as, "Find some grass," or "Find four grass leaves." Let pupils bring and name common leaves. See page 9.



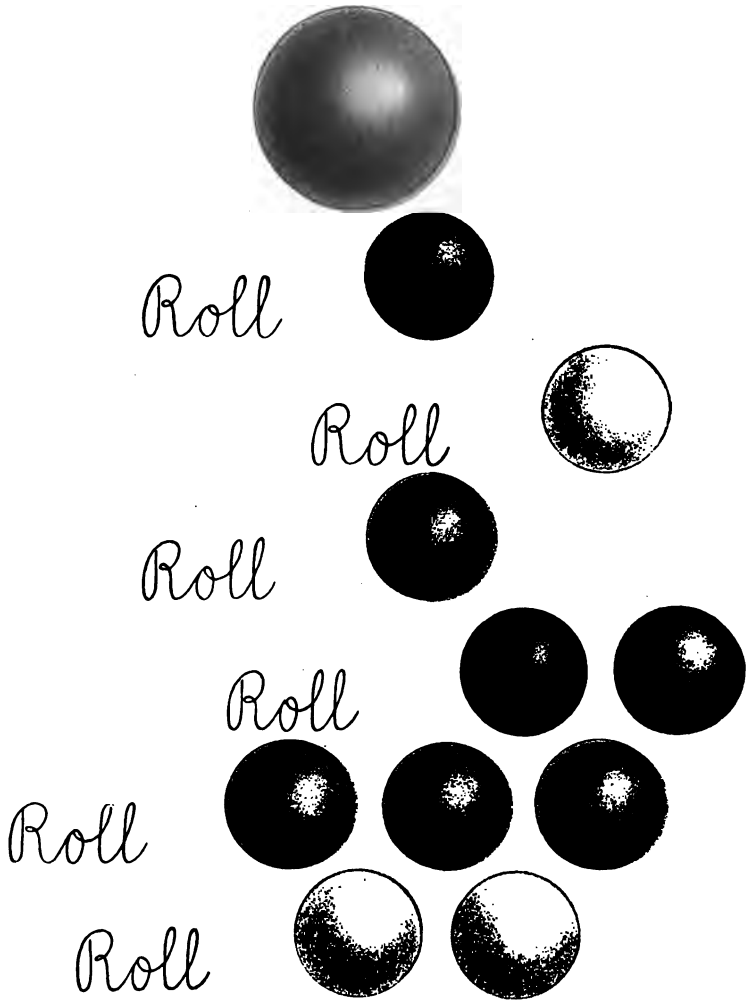
"Strawberries ripe, strawberries ripe,
Who will buy my strawberries ripe,
Strawberries ripe, strawberries ripe,
We will buy your strawberries ripe."
Blueberries ripe, etc. Oranges ripe, etc.
Lemons ripe, etc. Grapes ripe, etc.
Melons ripe, etc.

FRUIT GAME.

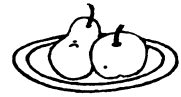
The child who personates the fruit seller takes the basket of kindergarten balls and steps inside the circle of children. Holding up the red ball he walks around in the circle singing the first two lines of the song. The children who form the ring hold out their right hands and sing the third and fourth lines. The fruit seller then hands the red ball or "strawberry" to any child whom he may select. The singing goes on as before until all the fruit is sold. A child is then chosen to gather the fruit. The successful fruit collector must remember to whom each of the different colored balls was given and what it was called. He must ask politely for each variety of fruit and not forget to say "thank you" when it is given to him.

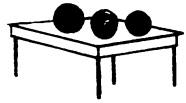


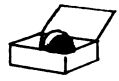
NOTE.—The above designs for perforating can be prepared by using a silver dollar and an apple leaf to make the outlines. Such work is easily prepared and is helpful in small schools and in home instruction. The purest of colors should be provided for the child to choose from and only one color should be used in each design.



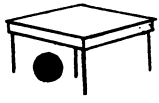
NOTE.—Study color and form. Good expression is secured by speaking each sentence as a whole. Thus: "Roll one blue ball." Similar exercises will train the eye to recognize number, and to see the entire sentence before reading.

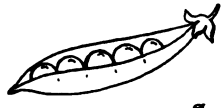
Roll Find 

Roll  Bring me

Find Find 

Roll Bring me

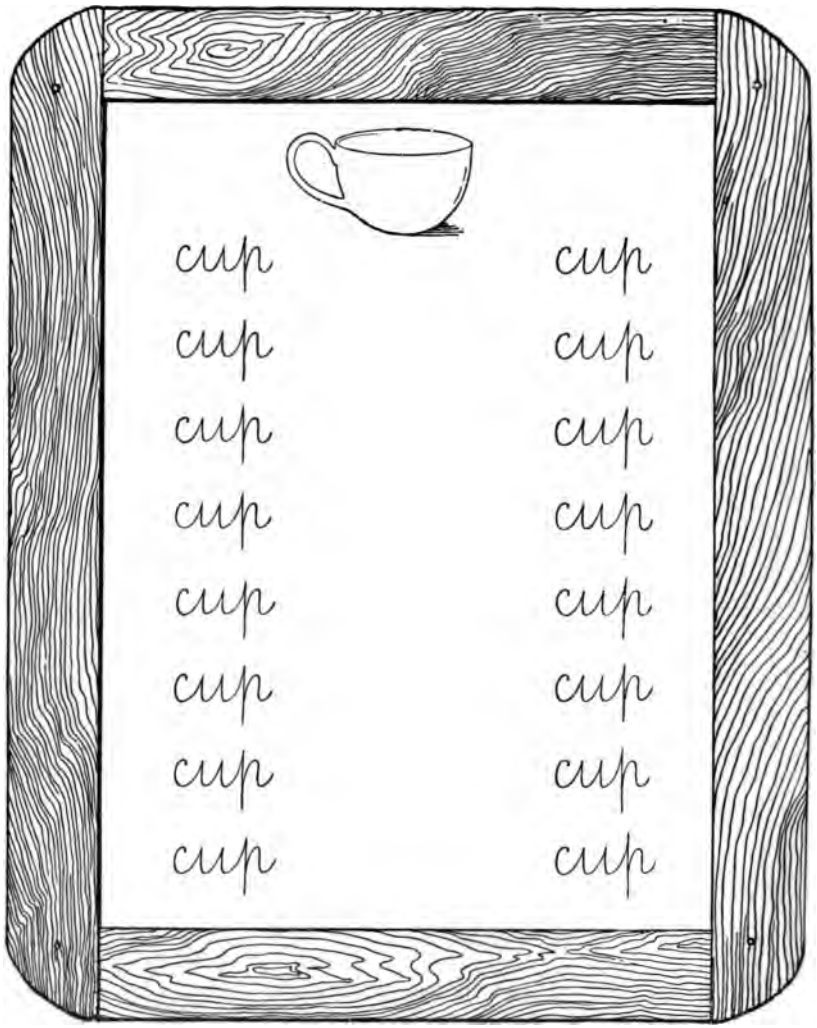
Roll  Bring

Find Find 

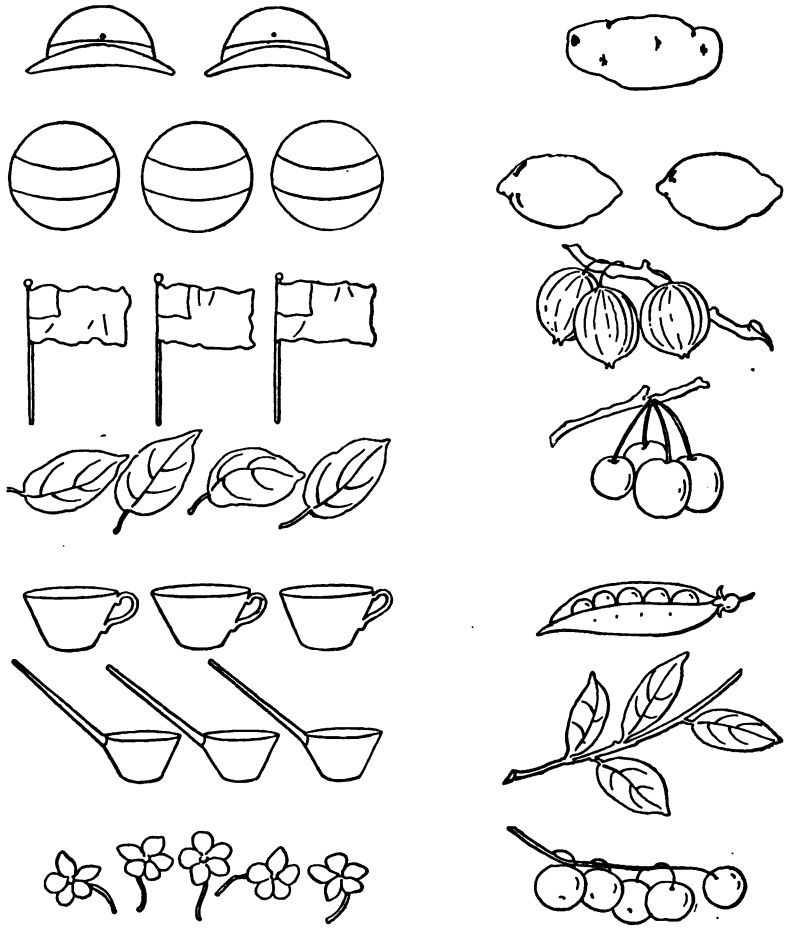
Find Bring me

Find Bring

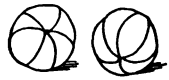
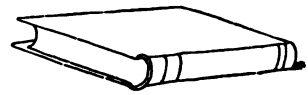
NOTE.—This page shows how the use of outline drawings may furnish a variety of sentences at the time in the progress of the child when he can recognize but few words. Encourage the children to read each sentence as they would speak. Thus: "Roll a red ball on a chair." See page 13.

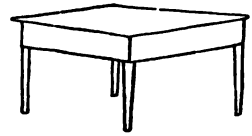


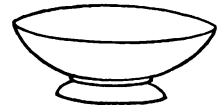
NOTE.—Teach the children to write this word correctly until they can reproduce it from memory. See pages 12 and 13.

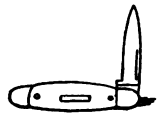
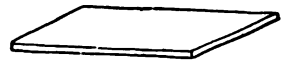


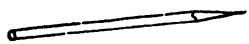
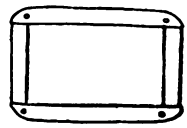
NOTE.—Each child should read this page forward, backward and across, until able to recognize at sight the first five numbers. The outline pictures are designed to furnish daily occupation in copying and tracing until page 40 is reached.

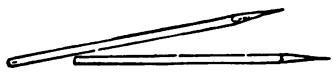
Roll  on 

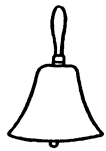
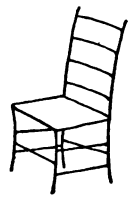
Roll on 

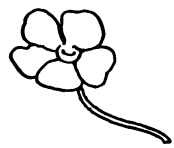
Put in 

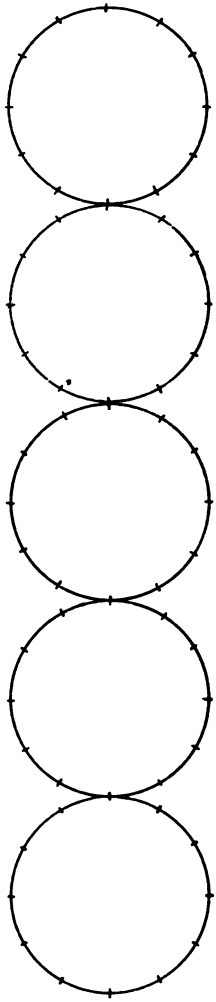
Put  on 

Put  on 

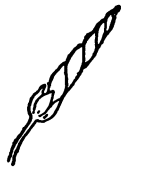
Roll 

Put  on 

Bring me  in

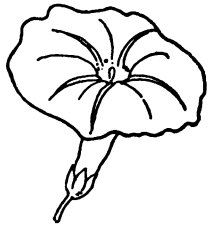


NOTE.—This page furnishes patterns for two sewing cards and one border.



bud

bud



flower

flower

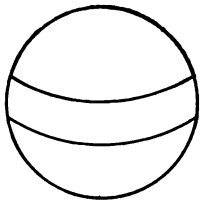
flower

flower

leaf

leaf

leaf



ball

ball

NOTE.—The pupil should be encouraged to master silently this and the following page by the aid of the pictures. This lesson is especially adapted for tracing and copying.

ball	flower	ball
flower	bud	flower
bud	ball	bud
leaf	leaf	leaf
leaf	bud	leaf
flower	ball	flower
ball	ball	ball
bud	flower	bud
bud	leaf	bud
flower	bud	flower
leaf	ball	leaf
leaf	leaf	leaf

A red bud.

a red bud.

a yellow flower.

a yellow flower.

a blue flower.

a blue flower.

a red leaf.

a red leaf.

Find a yellow flower

Find a yellow flower.

Bring me a blue bud.

Bring me a blue bud.

Take a red leaf.

Take a red leaf.

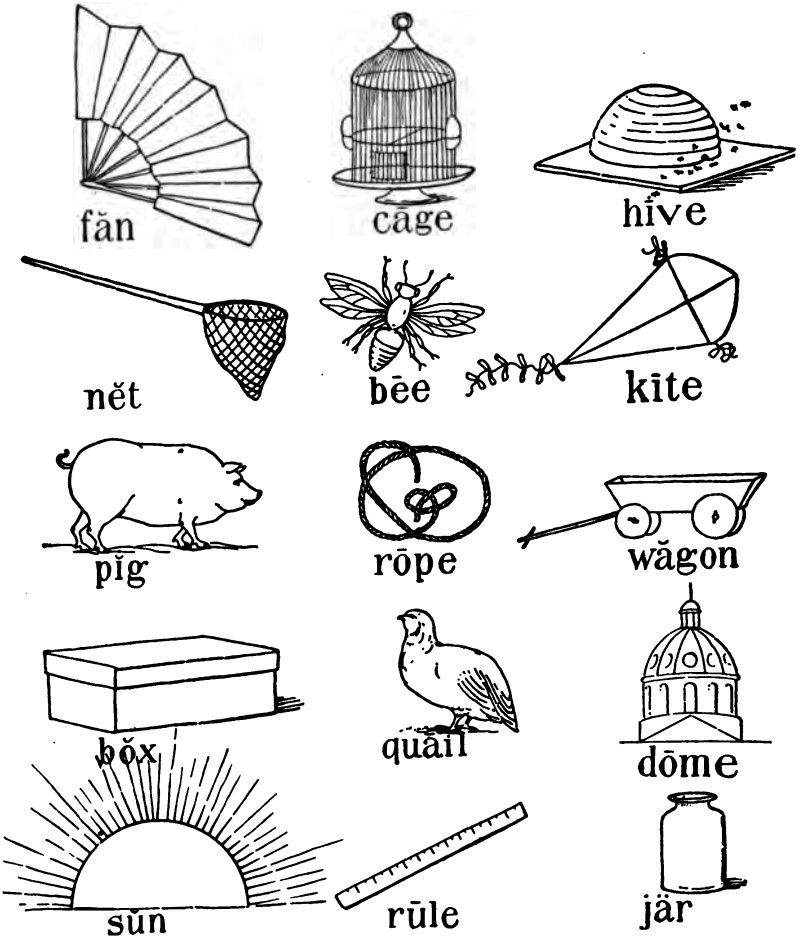
Roll a yellow ball.

Roll a yellow ball.

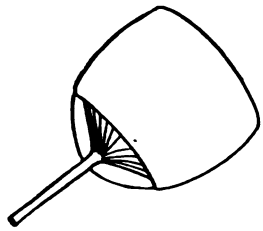
Find a blue flower.

Find a blue flower.

NOTE.—Before reading each sentence orally silent reading should be secured by allowing the child to perform the action indicated by the meaning of the sentence.



NOTE.—This page includes all the letters of the alphabet except *y* and *z* and the long and short sounds of the vowels. It is a device valuable in teaching the sounds of the letters. See page 12.



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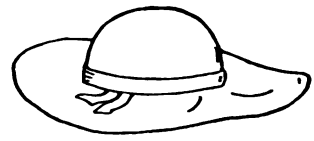
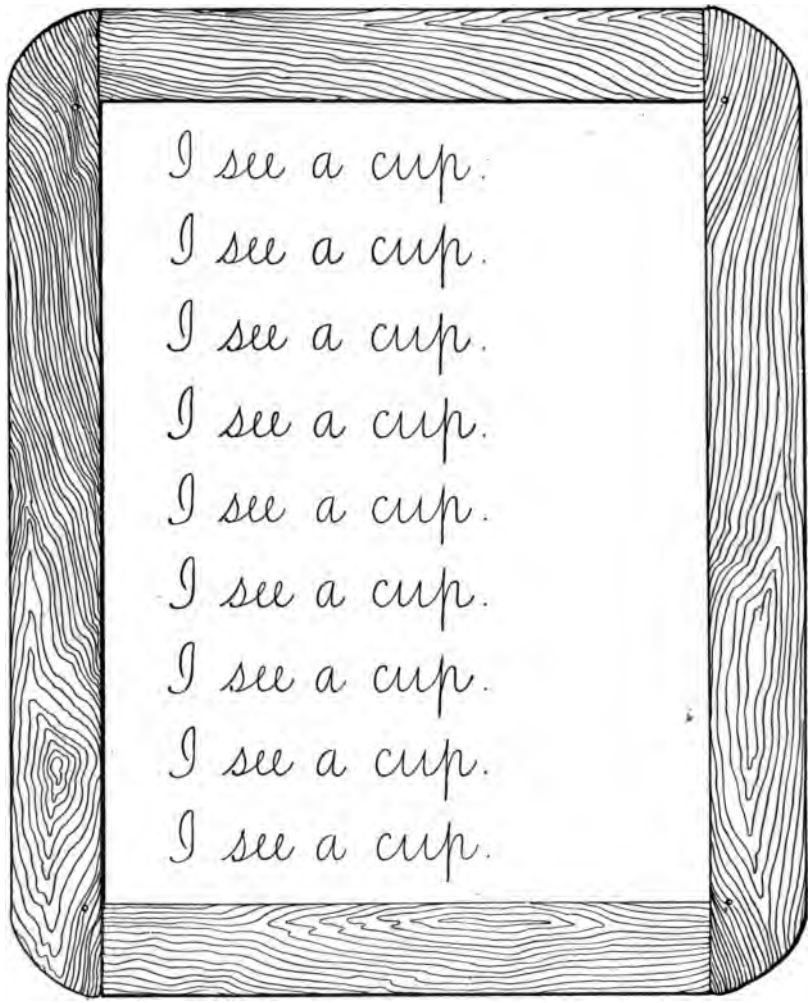


fan	man	hat
man	ran	mat
can	can	cat
ran	pan	rat
pan	mat	pat
tan	sat	sat
an	pat	fat
fan	rat	at

Note.—This exercise in word-building is intended for drill, and should be copied daily until each child can write these words from memory. Require the pupils to have clean slates, and to write one column of words on the left and the other on the right of the same side of the slate or paper. See page 12.



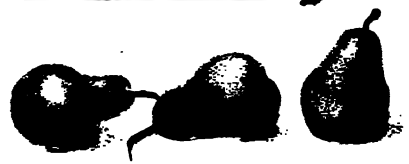
NOTE.—Teach the words "*I see*" first. When learned, encourage each child to fill his slate or paper with neat work, and also to write the sentence from memory. Use great care in teaching the use of the period.

I have

I see

I have

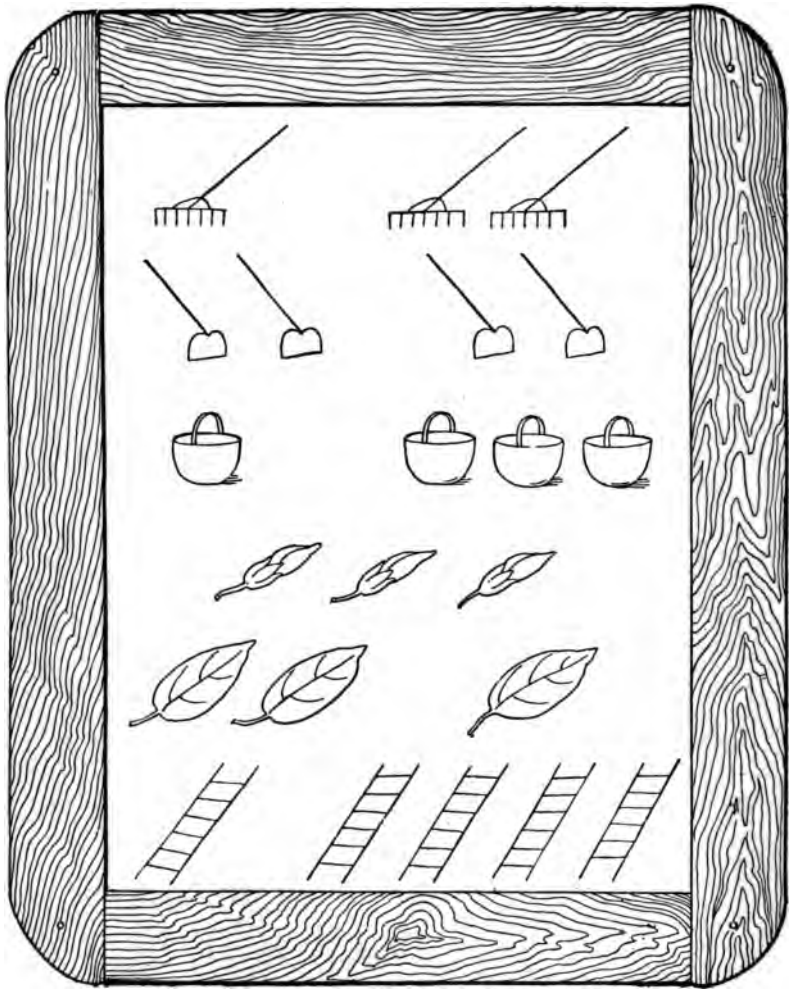
I see



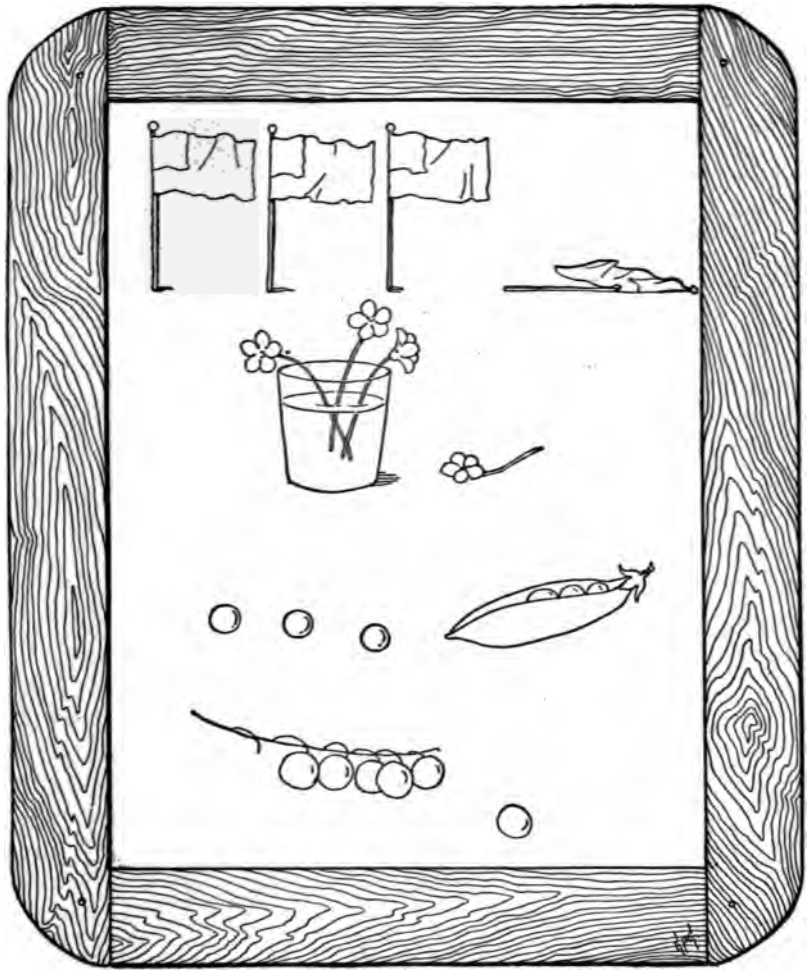
I have

I see

NOTE.—This page presents colors less familiar to the children, patterns for tracing and crayoning on tissue paper, exercises in reading complete sentences, and numbers through six. See page 7.



NOTE.—This page furnishes copy for slate-work in number. The lesson illustrated by the drawings should be read distinctly by each child as follows: "One rake and two rakes are three rakes." "Two hoes and two hoes are four hoes." Page 13.



NOTE.—Encourage the children to express in their own language their ideas of number by drawing pictures and telling number stories; as, "Four flags were standing up; one fell down and three were left." Subtraction may also be illustrated by drawing a line through the number taken away. See page 13.

I have

I have a green leaf.

I have

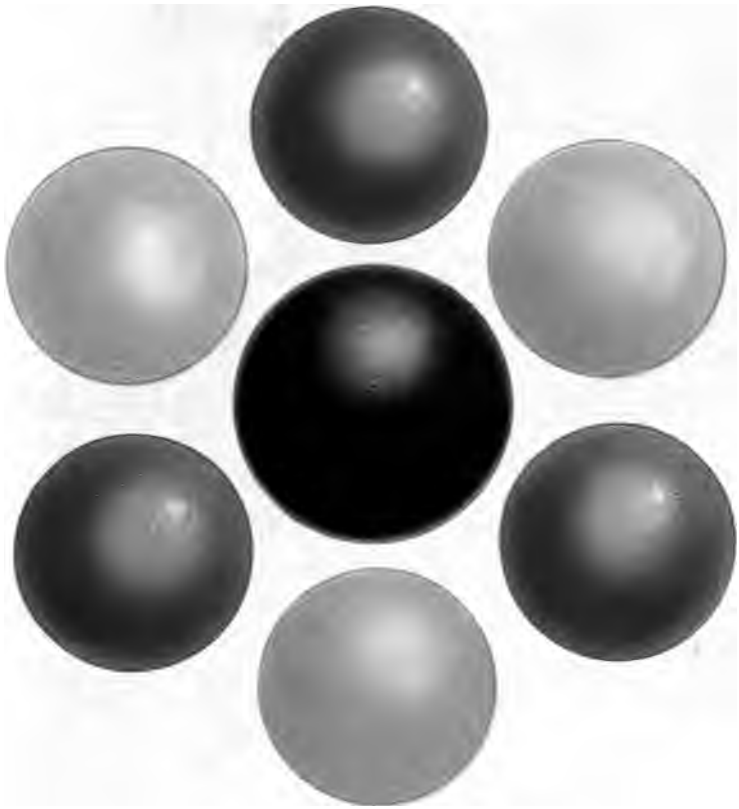
I have a purple flower.

I have

I have an orange ball.

orange green purple

NOTE.—Ask the pupils to bring purple and orange flowers to school.



Design for crayoning.

red	cup	find
orange	find	put
yellow	put	roll
green	roll	take
blue	take	bring
purple	bring	see
flower	I see	have
bud	I have	blue
leaf	me	green
ball	in	orange
an	on	on

NOTE.—This page presents in script all the words which have been used in the previous reading lessons. The phonic or word-building exercises are not included. Pages 62, 78, 88, 98 and 108 give in similar lists all the words used in the primer.

Take a ball. Roll a red ball.

Take a ball. Roll a red ball.

I have an orange ball.

I have an orange ball.

Bring me a yellow flower.

Bring me a yellow flower.

I see a purple flower.

I see a purple flower.

Put a blue bud on a leaf.

Put a blue bud on a leaf.

Find a green leaf in a cup.

Find a green leaf in a cup.

NOTE.—This review page includes in both script and print all the words which have been used in the previous reading lessons. Pages 63, 79, 89, 99 and 109 give in print, both in columns and in sentences, the rest of the one hundred fifty-six words used in the reading lessons of this book. Derivatives (plurals) and word-building exercises are not included in the one hundred fifty-six words.

are round.

are red.

are round.

are green.

are round and green.

are red.

are round.

NOTE.—The study of round forms in fruits is most interesting. See p. 8.

—— is round and red.

—— are round and purple.

—— is round and green.

—— are round and green.

—— is round and yellow.

—— are round and yellow.

—— is round and blue.

—— are round and blue.

—— are round and red.

—— is round and purple.

—— is round and orange.

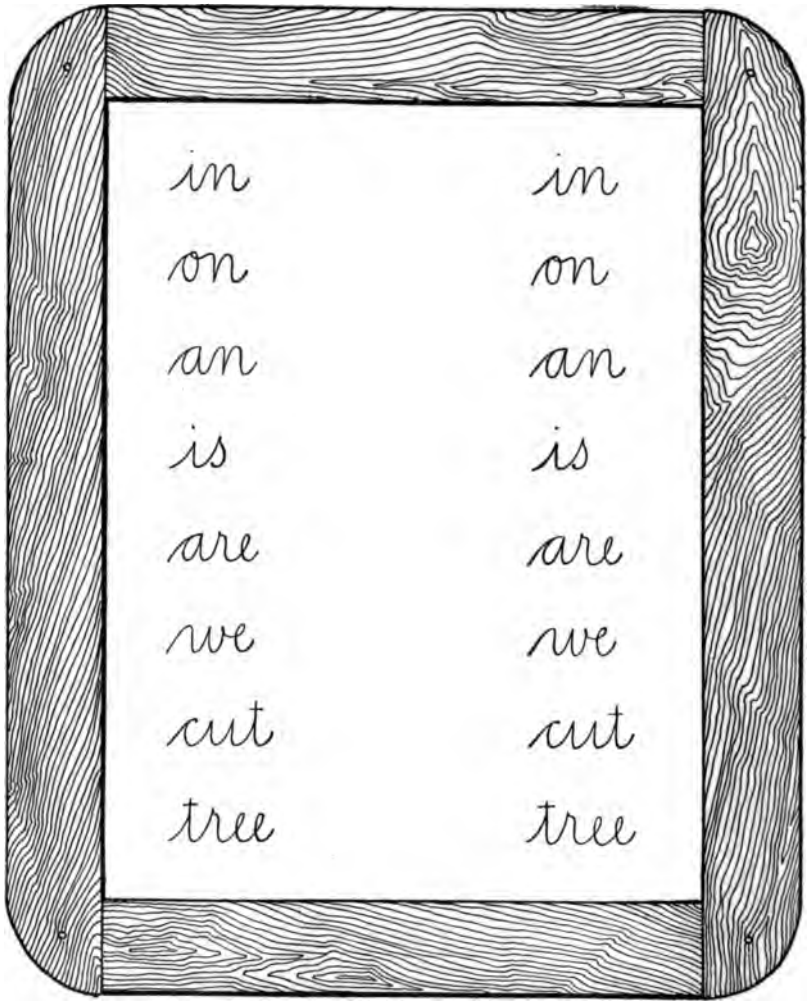
—— are round and orange.

A ball is round.

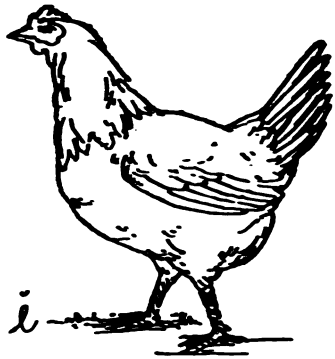
Balls are round.

—— are round.

NOTE.—Pupils should be encouraged to fill the above blanks with different words and to read without hesitation. For example: "A cherry is round and red," "A currant is round and red," "Grapes are round and purple."—See p. 8.



NOTE.—This page furnishes drill on the letters *o*, *w*, *n*, *a*, *r*, *s* and *t*. Two or more writing periods should be spent in the study of each word form. The distinction between *an* and *on* should be carefully observed by the children. Page 12.



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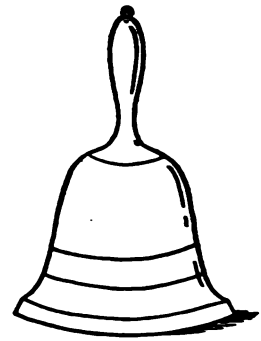

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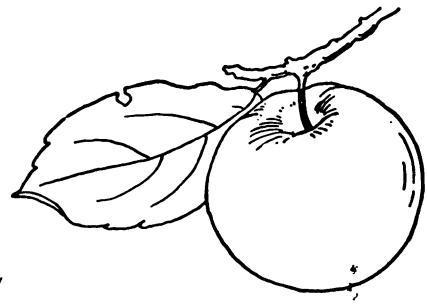
hen	can	bell
men	man	fell
pen	sat	sell
ten	pat	tell
hen	can	bell
men	man	fell
pen	sat	sell
ten	pat	tell

NOTE.—If the children have not yet learned the word-building exercises on page 37, it will be well to secure thoroughness before these new lists are attempted. These exercises develop the child's power to find new words for himself.

An The



an the

apple stem

I see an apple and a stem.

The apple is round.

The stem is green.

I have a round apple.

Find a red apple.

Roll a green apple.

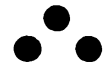
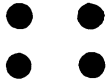
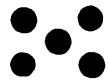
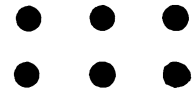
Bring me a yellow apple.

NOTE.—The children will, if asked, bring apples for illustrating this lesson. Some of the sentences which the children will make in telling what they know about apples may be placed on the blackboard for a preliminary reading lesson.

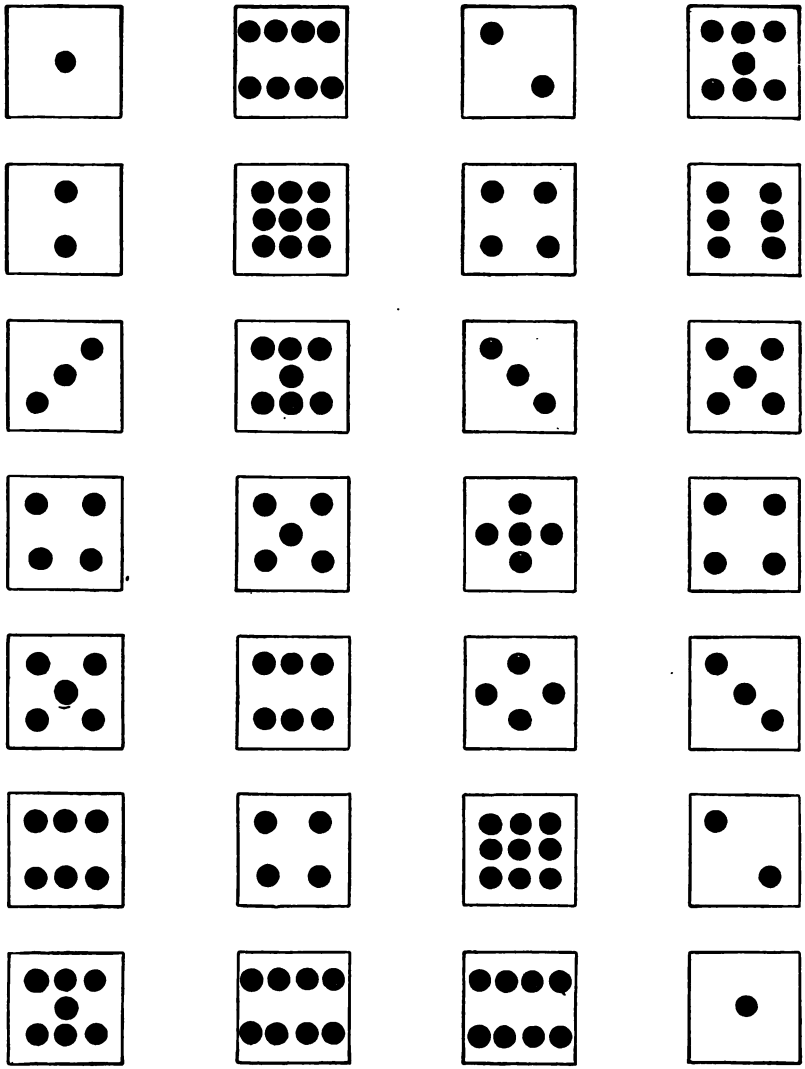
An	The	is	and
an	the	are	an
apple	stem	round	apple

I see an apple and a stem.
The apple is round.
The stem is green.
I have a round apple.
Find a red apple.
Roll a green apple.
Bring me a yellow apple.
Put a leaf on an apple.
Bring me a red apple
and a green leaf.
I have an orange
and an apple.

NOTE.—Lead the children to observe and enjoy the form and the color of apples. Let them make many sentences for the teacher to write on the blackboard. Encourage the drawing of apples from both objects and pictures.

		
one	two	three
one	two	three
		
four	five	six
four	five	six

NOTE.—This page gives the pattern for a word-matching occupation. See page 14.



NOTE.—The pupils should read these numbers at sight and rapidly in any order.

bird	apples	birds
leaf	flower	leaves
ball	leaf	balls
flower	apples	flowers
bud	flower	buds
apple	stems	apples
stem	birds	stems

NOTE.—Drill pupils in recognizing final *s*. Copy these lists of words repeatedly, keeping the columns distinct on each side of the slate.

bird	ball	bud	stem
birds	balls	buds	stems
leaf	flower	apple	cup
leaves	flowers	apples	cups

The bird is on the ——.

The birds are on the ——.

The leaf is on the apple.

The leaves are on the apples.

The ball is round and blue.

The balls are round and blue.

The flower is purple.

The flowers are purple.

The bud is in the cup.

The buds are in the cups.

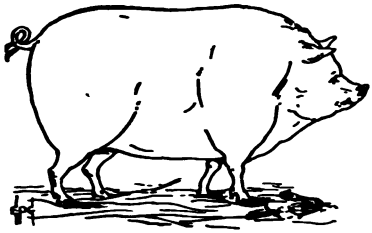
The stem is on the apple.

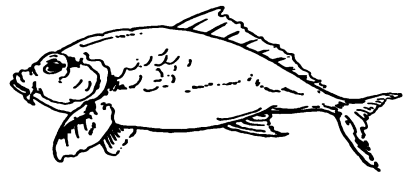
NOTE.—The children may be helped in using correctly *is* and *are* by asking such questions as the following: "Where is the slate?" "Where are the books?" "Where are the cups?" "Where is the flower?"

Where
under
tree

Where is the green apple?
The red apple is on the tree.
Where are the yellow apples?
The yellow apples
are under the tree.
Where are the brown leaves?
The brown leaves are
under the tree.

NOTE.—After the silent reading of this lesson let the children tell what colors should be used in drawing this picture on the blackboard.





pig	*ten*	*fish*
dig	*men*	*dish*
big	*sell*	*wish*
fig	*tell*	*sh*
pig	ten	shy
dig	men	dish
big	sell	wish
fig	tell	sh

NOTE.—This lesson is similar to those on pages 37 and 49. The children should now be able to discover new words by phonic or sounding exercises. If they cannot do so the teacher may aid in the sounding, but the pronouncing of the word should be done by the children.

one circle.

two circles.

I see two circles.

Find three green circles.

Draw five circles.

Cut four circles.

Bring me two red circles.

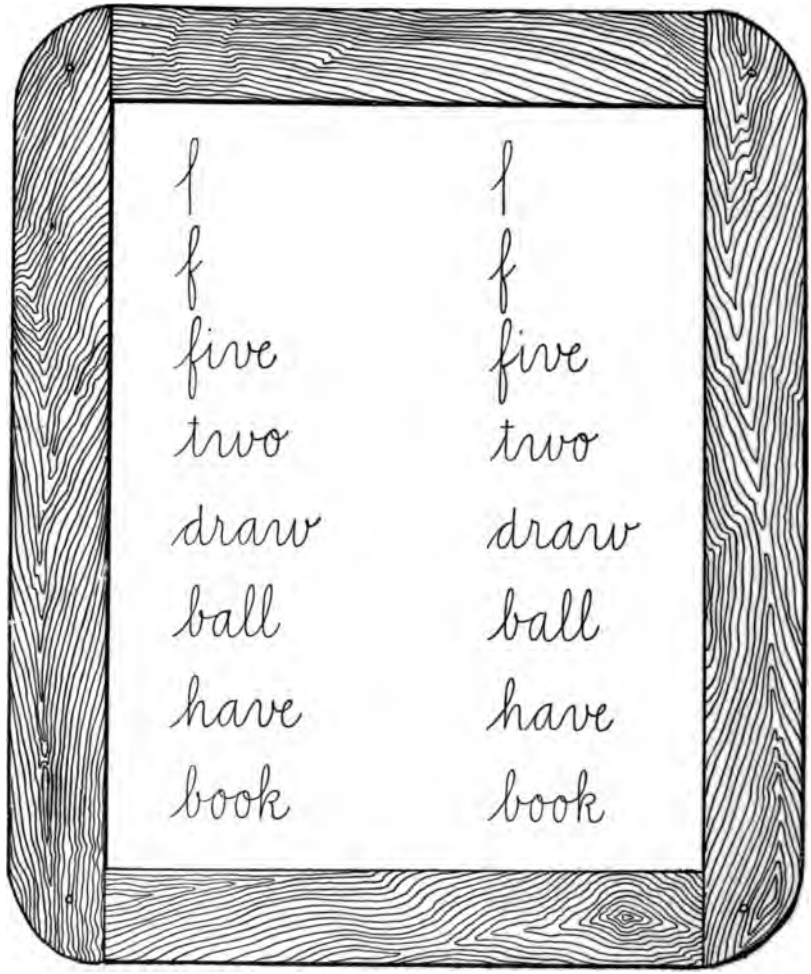
NOTE.—Ask the children to find the circle in a hemisphere and in other objects in the room. They should obey all written directions silently before reading. See page 10.

Draw	circles	one	three
draw	circle	four	five
Cut	cut	three	two

I see two circles.
Find three green circles.
Draw five circles.
Cut four circles.
Bring me two red circles.

Cut an apple and find two circles.
Are the circles round?
Find a circle in a flower.
Find circles on a cup.
Where are the circles?
I see a circle on the ——.
Put a purple circle under a cup.

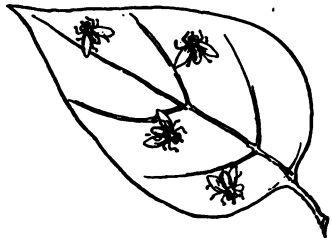
NOTE.—The teacher should be supplied with circles of the six different colors, which have been cut from paper or cardboard for the illustration of this lesson. The children should obey directions silently before reading.



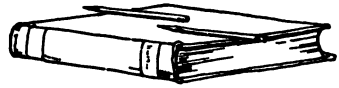
NOTE.—The letters *v*, *f*, *l*, *b*, *h* and *k* are here introduced for drill. The turning of the last stroke of the letter *f* in the wrong direction and the extension of the letter *b* below the line are common errors which should be guarded against. The form of each word given above should be studied with the teacher's assistance and copied by the pupils many times. See page 12.

Five flowers
are in a cup.

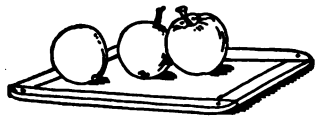
One spider
is in a web.



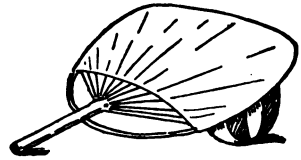
Four flies are
on a leaf.



Two pencils
are on a book.



Three apples
are on a slate.



A ball is
under the fan.

apple	round	circles
stem	draw	slates
bird	cut	books
tree	where	pencils
circle	under	flies
spider	five	spiders
web	three	webs
flies	four an	trees
pencil	one two	birds
book	the and	stems
slate	is are	apples

NOTE.—This page presents in script all the new words used since the last review on page 44, excepting the lists for phonic drill. These should be thoroughly reviewed, traced and many times copied.

apple	web	Draw	one
stem	flies	cut	four
bird	pencil	where	two
tree	book	under	three
circle	slate	five	the an
spider	round	and	are is

Draw a stem and an apple.

Draw two spiders in a web.

Draw five flies on a leaf.

Draw three pencils on a book.

Draw four apples under a tree.

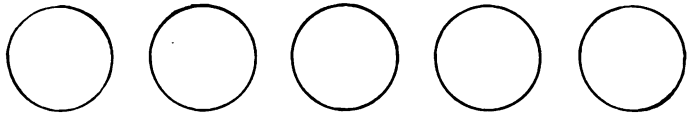
One bird is on a tree. Draw.

Cut four round circles.

Draw two flowers on a slate.

Where are the flowers and buds?

NOTE.—All the new words used since the last review on page 45, excepting those for phonic drill, are here reviewed in print, both singly and in sentences. Encourage the children to study this lesson silently and to follow the directions of the text in their seat occupations. See pages 13 and 14.



I see five circles in a row.

Lay two red circles.

Lay four orange circles.

Lay three yellow circles.

Lay three green circles.

Lay five blue circles.

Lay one purple circle.

A circle is round.

Cut four circles.

Find circles.

Draw five circles in a row.

I see five circles in a row.
Lay two red circles.
Lay four orange circles.
Lay three yellow circles.
Lay three green circles.
Lay five blue circles.
Lay one purple circle.

A circle is round.
Cut four circles.
Find two circles.

Draw five circles in a row.
Lay one yellow circle.
Lay two green circles in a row.
Lay three blue circles.
Lay four purple circles.

NOTE.—If the children are provided with circles of paper or card board of the six different colors, they will enjoy following the directions of this lesson silently, at their desks.

Come and play
the ball game.
I will play the red ball
is a
Play the orange ball is
an orange.
I will play the yellow
ball is a yellow
Play the green ball is a
green apple.

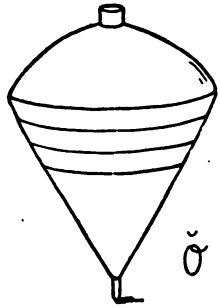
NOTE. – Review the game on page 24.

Come	will	Play
play	game	come

Come and play the ball game.
I will play the red ball is a ——.
Play the orange ball is an ——.
I will play the yellow ball is a ——.
Play the green ball is
a green apple.
Play the purple ball is a ——.
Play the blue ball is a ——.

Bring me a green apple.
Bring me an orange.
Come and play.

NOTE.—Let the children play the ball-game before reading this lesson. It will be well to precede this lesson by writing on the blackboard sentences which the children have been led to make similar to those in this lesson. See page 24.



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top	dig	mug
mop	big	bug
hop	wish	dug
stop	dish	rug
drop	fish	snug

top dig mug
mop big bug
hop wish dug
stop dish rug
drop fish snug

NOTE.—Pages 37, 49, 57 and 68 present word-building exercises in short *a*, *e*, *i*, *o* and *u*.

THE ANXIOUS LEAF.

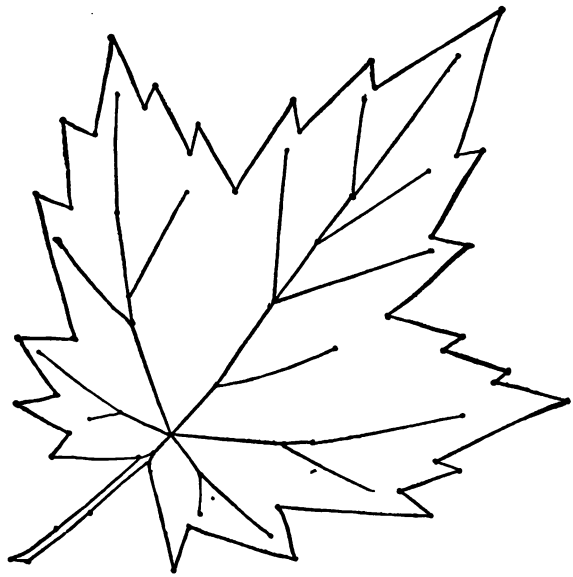
"Once upon a time a little leaf was heard to sigh and cry, as leaves often do when a gentle wind is about. And the twig said: "What is the matter, little leaf?" And the leaf said, "The wind just told me that one day it would pull me off and throw me down to die on the ground." The twig told it to the branch on which it grew, and the branch told it to the tree. And when the tree heard it, it rustled all over, and sent back word to the leaf. "Do not be afraid, hold on tightly, and you shall not go until you want to."

And so the leaf stopped sighing, but went on rustling and singing. Every time the tree shook itself and stirred up all its leaves, the branches shook themselves, and the little twig shook itself, and the little leaf danced up and down merrily as if nothing could ever pull it off. And so it grew all summer long until October.

And when the bright days of autumn came, the little leaf saw all the leaves around becoming very beautiful. Some were yellow and some were scarlet, and some striped with both colors. Then it asked the tree what it meant? And the tree said, "All these leaves are getting ready to fly away, and they have put on these beautiful colors because of joy."

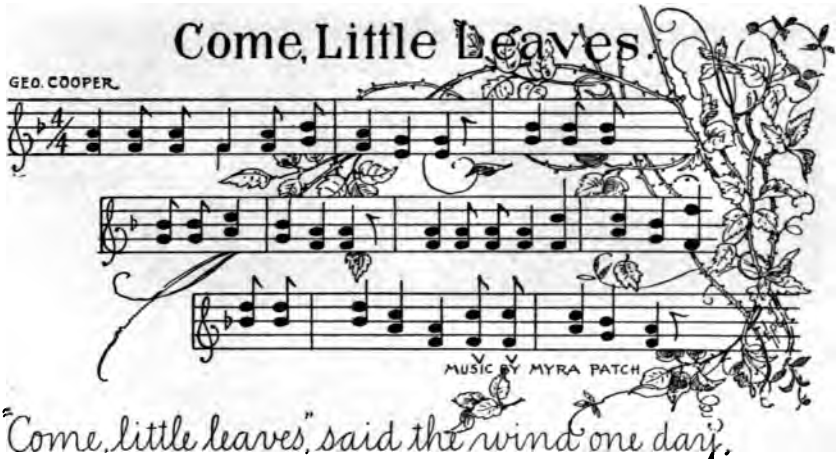
Then the little leaf began to want to go and grew very beautiful in thinking of it, and when it was very gay in color it saw that the branches of the tree had no color in them and so the leaf said, "Oh, branches! Why are you lead color and we golden?" "We must keep on our work clothes, for our life is not done; but your clothes are for holiday, because your tasks are over.

Just then a little puff of wind came and the leaf let go without thinking of it, and the wind took it up and turned it over and over and whirled it like a spark of fire in the air, and then it fell gently down under the fence among hundreds of other leaves and began to dream—a dream so beautiful that perhaps it will last forever.



NOTE.—Let this beautiful story be told until each child can reproduce it in his own words.

Directions for transferring the pattern of a leaf to a sewing card are found on page 14. Encourage the children to draw freely on the blackboard the leaves they bring to school.



"Come, little leaves," said the wind one day.
"Over the meadows with me and play.
Put on your dresses of red and gold,
For the summer is gone and the days grow cold."

Soon as the leaves heard the wind's low call,
Down they came fluttering, one and all.
Over the fields they danced and flew,
Singing the soft little songs they knew.

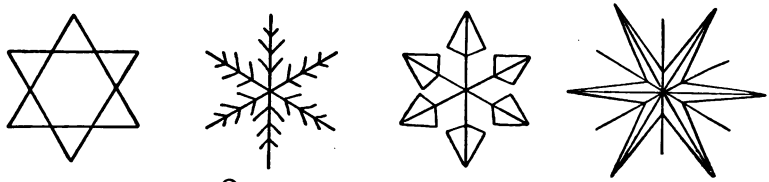
Dancing and whirling the little leaves went,
Winter had called them and they were content.
Soon fast asleep in their earthy beds,
The snow laid a coverlet over their heads.

a star stars

white stars.

white snow stars.

Cut a white star.



Draw a star.

The white snow stars

fall on the leaves

star	Cut	stars	snow
white	cut	falls	fall
snow	fall	white	star

Cut a white star.
Draw a star.
The white snow stars
fall on the leaves.

The little leaves are under
the white snow stars.
The little flowers are under
the white snow stars.

The white snow stars fall on
the trees and birds.

NOTE.—Lead the children to talk freely about all things which are covered by the snow.

Little brown leaves,

come and play

the leaf game.

I have a brown dress.

I will be a brown leaf.

We will be red leaves

I will be a yellow leaf.

I will be the wind.

NOTE.—The children should make similar sentences in playing the game before the reading lesson is attempted. See directions for playing the game on page 16.

little	wind	play	wind
brown	we	game	dresses
dress	be	little	be

Little brown leaves
come and play the leaf game.
I have a brown dress.
I will be a brown leaf.
We have red dresses.
We will be red leaves.
I have a yellow dress.
I will be a yellow leaf.
I will be the wind.

Come and play, little brown
leaves, come and play.
Come, little red leaves.
Come, little yellow leaves.
Come and play the leaf game.

One bird flew on the tree.
It was a brown bird.
Two birds flew under _____.
Did the cat want the birds?
The cat wanted the birds.
We did not want the cat
to have the birds.
The birds flew away.

NOTE.—This lesson should be supplemented by blackboard work.

flew	Did	want	It
was	did	wanted	we
Was	cat	to	not
They	flew	all	away

One bird flew on a tree.
It was a brown bird.
Two birds flew under the tree.
Did the cat want the birds?
The cat wanted the birds.
We did not want the cat
to have the birds.
They all flew away.

A bird has

Three and one are ——.

NOTE.—If possible supplement this lesson by studying a live bird before the class. Let the children read from the blackboard many sentences of their own composing.

row	flew	dresses
game	want	stars
star	wanted	plays
snow	lay	falls
wind	was	wants
dress	will	under
white	did	birds
brown	away	fly
little	they	have
come	not we	away
play	all be	brown
fall	it to	they

NOTE.—Third review. See note, page 62.

row	brown	wanted	cat
game	little	lay	not
star	come	was	we
snow	play	will	all
wind	fall	did	be
dress	flew	away	it
white	want	they	to

Come and cut a white snow star.
Lay five little stars in a row.
The wind wanted the leaves to play.
We will play the leaf game.
I was to be a red leaf in a red dress.
A red apple falls under the tree.
The brown birds want the apple.
The cat wants the birds.
It did not have the birds.
They all flew away.

NOTE.—Third review. See note on page 63.

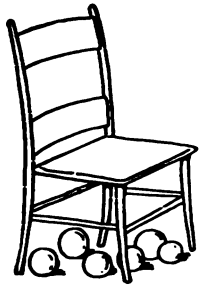
The wind said, "Little leaf,
come and play with me".
The leaf did not want to go.
All the leaves on the tree
put on red and yellow——.
They flew away with the wind.
Then the little leaf wanted to go.
It put on a red dress.
It played with the wind.
Then it went to sleep
under the white snow stars.
Are the buds under the snow?

NOTE.—The story on page 69 should be reviewed by the children before reading this lesson.

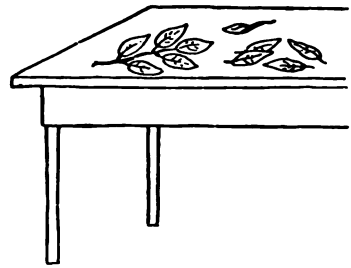
said	Then	sleep	All
with	then	want	all
go	went	They	played

The wind said, "Little leaves,
come and play with me."
The little green leaf did not
want to go.
All the leaves on the tree
put on red and yellow ——.
They flew away with the wind.
Then the little leaf wanted to go.
It put on a red dress.
It played with the wind.
Then it went to sleep
under the white snow stars.

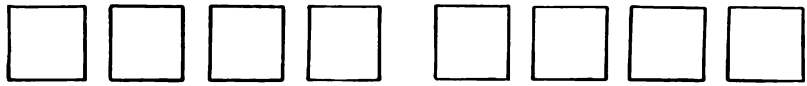
NOTE.—This page together with pages 20, 22, 28, 38, 48 and 60 introduce for drill in writing all the letters of the alphabet except *j*, *q* and *z*.



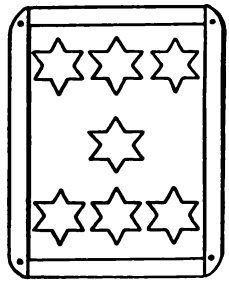
Six balls are
under the chair.



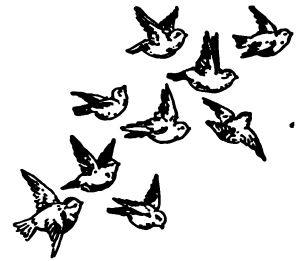
Ten leaves
are on the table.



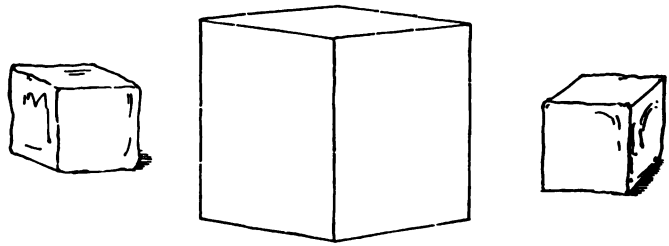
Eight squares are in a row.
Four and four are eight.



Seven stars
are on the slate.

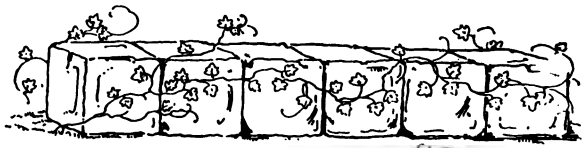


Nine birds
flew away.



This is a cube.

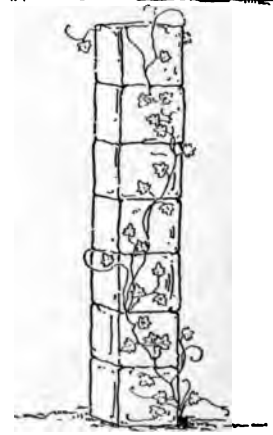
Take six cubes.

Build a 

Take four cubes.

Build a table.

Build a chair.

I will take seven cubes and build a 

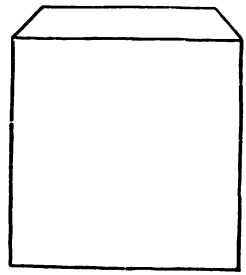
NOTE.—This lesson will be greatly enjoyed by the pupils if they are allowed to take the cubes and build according to each direction before reading.

cube	Build	eight	table
This	build	seven	chair
cubes	take	six	wall

This is a cube.
Take six cubes.
Build a wall.
Take four cubes.
Build a table.
Build a chair.

I will take seven cubes
and build a ——.
Take eight cubes.
Build a cube.
I will build a cube and a wall.
I will take — cubes and build a —.

Has
Count
has



face
faces
count

Has the cube a face?

Find one face.

Has the cube a face?

Find one face.

I have one face.

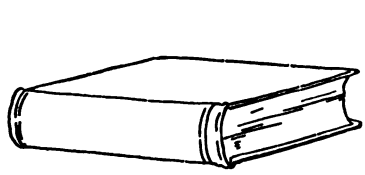
The cube has —— faces.

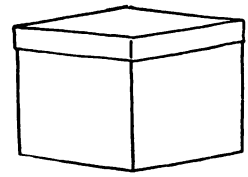
—— has six faces.

Roll a ball and a cube.

Put the ball on the cube.

NOTE.—The children will enjoy finding blocks, boxes and other articles with six faces in the room. Let them tell why a ball can roll and a cube can not. Lead them to see that a ball has a round face and the cube flat or plane faces.





Has the cube corners?

Find and count the corners.

Has the cube edges?

Find and count the edges.

Has the cube corners?

Find and count the corners.

Has a cube edges?

Find and count the edges.

A box has corners and edges.

A —— has corners and edges.

NOTE.—Encourage each child to look about the room and find a word which has not been given for filling the blank above. If desired, the teacher may write these sentences on the board and thus present additional reading matter.

chair	go	walls
table	build	squares
box	count	corners
cube	has	edges
faces	sleep	chairs
corners	seven	tables
edges	nine	boxes
square	eight	cubes
wall	then	faces
make	with may	corner
went	six ten	edge
said	this you	face

NOTE.—Fourth review. See pages 44, 62 and 78.

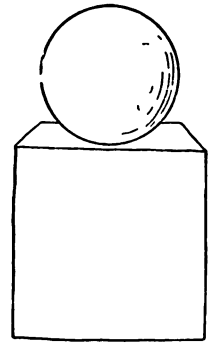
chair	edges	build	then
table	square	count	with
box	may	has	six
cube	make	sleep	ten
face	went	seven	this
wall	said	nine	you
corners	go	eight	flew

This cube has six square faces.
Make a chair, a table and a wall.
Then build a cube with eight cubes.
Count the edges, faces and corners.
Draw ten slates and seven books.
You may draw nine stars on a box.

I said, "Go away, birds."
The cat wants you.
The birds flew into the tree.
Then they all went to sleep.

NOTE.—Fourth review. See pages 45, 63 and 79.

How
how
many

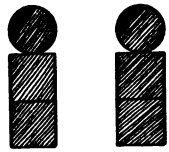


What
what
like

What is like a cube?

What is like a cube?
What is like a ball?
Put a ball on a cube.
Is the ball round?
Is the cube round?
How many balls can you find?
How many cubes can you find?
Find corners and edges.
How is a box like a cube?

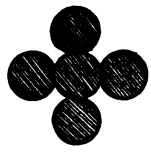
NOTE.—Before reading this lesson let the children observe balls and cubes and talk freely about the differences between them. Each sentence of the reading lesson is designed to arouse thought and observation.



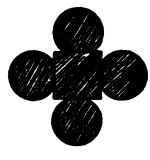
a gate

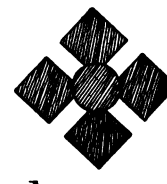
a cross

Lay five red circles in a row.
Lay five red squares in a row.



Lay with orange circles and squares.
Make a yellow gate.
Make a green cross.





Lay with blue circles and squares.
Lay purple circles and squares
in one row.

NOTE.—See note, page 65.

fly
flies
buzz
do

wings
eyes
legs
does

Flies buzz.

How many legs has a fly?

What does a fly do?

Flies buzz.

How many legs has a fly?

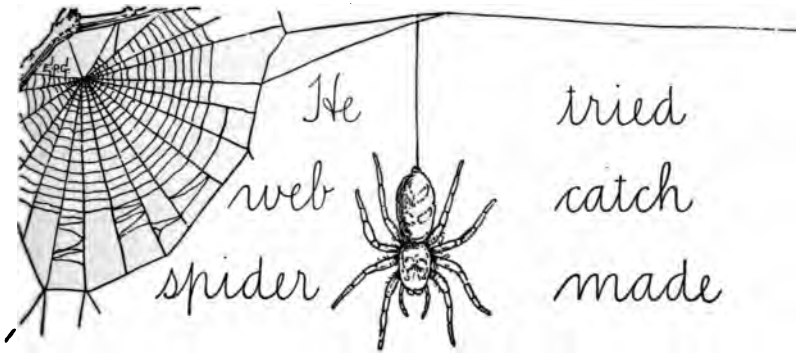
How many wings has a fly?

What does a fly do?

What does a fly like?

What is like a fly?

NOTE.—Lead the children to observe a live fly and to tell what they discern about it before reading this lesson.



A spider made a web.

He tried to catch a fly.

A spider made a web.
He tried to catch a fly.
What does a spider eat?
What does a spider do?
A spider has eight legs.
The spider has eight eyes.
Spiders have black dresses.
Spiders have brown dresses.

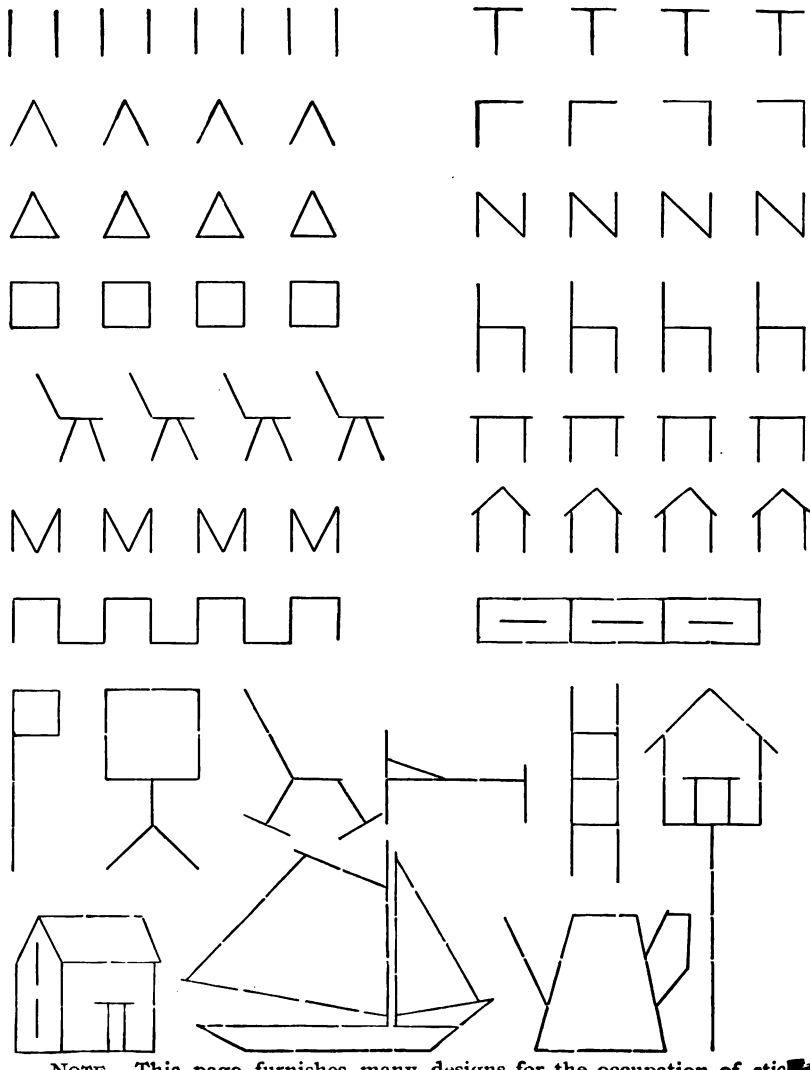
NOTE.—The children will be greatly interested in being told of the habits of spiders, and in pictures of the trap-door spiders and mason spiders.

Once a fly flying in the sunshine was caught in a spider's web. The cruel spider who was watching started to eat him. A pretty bird was singing on a tree near by. She saw the poor fly and flew to help him out Some time after a hunter was trying to catch this bird in a net. The tired bird was almost caught when the fly buzzed in the man's eyes. In brushing away the fly, he dropped the net and the bird flew away. This fable teaches that if we help others they will help us.

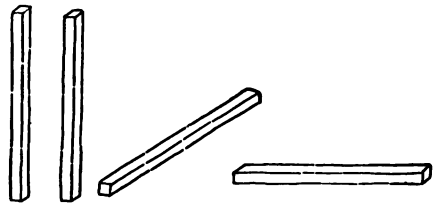
caught	his	poor
helped	she	him
buzzed	saw	out
eyes	day	net

A spider caught a fly in his web.
A little bird was on a tree.
She saw the poor fly
and helped him out.
One day a man tried
to catch the bird in a net.
The fly buzzed in his eyes.
Then he did not see the bird.
The little bird flew away.

NOTE.—Let the children tell as much of the story as they can from the picture, then reproduce the fable in their own words before reading it. See page 9.



NOTE.—This page furnishes many designs for the occupation of stick-laying. See page 14.



sticks.

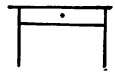
Will you come and play with me?
We will take four red sticks
and make a square.

Make a with blue sticks.

Make a table with yellow sticks.

Lay a star with orange sticks.

Lay seven purple sticks in a row.

Make a  with yellow sticks.

I have made a and a .

NOTE.—Each child should be provided with an envelope containing sticks of different lengths and colors. One color only should be used in each design. Let the directions on this page be obeyed silently for occupation work before reading.

gate	helped	stick
cross	how	wing
fly	what	flies
eyes	many	eye
legs	poor	leg
wings	day	crosses
sticks	saw	gates
buzz	like	make
make	out	help
tried	he his	helps
catch	she him	buzzed
caught	does do	did

NOTE. – Fifth review. See pages 44, 62, 78, 88 and 108.

gate	buzz	what	he
cross	made	many	his
fly	tried	poor	him
eyes	catch	day	she
legs	caught	saw	does
wings	helped	like	do
sticks	how	out	buzzed

You have made a gate and a cross.
The spider tried to catch a fly.
The poor fly buzzed with his wings.
The bird saw him in the web.
Then she helped him out.

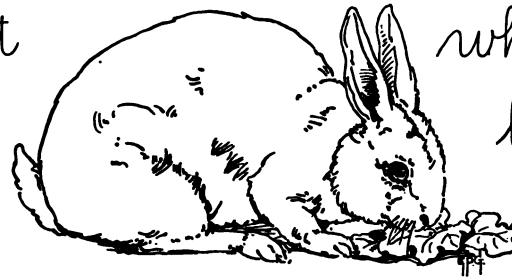
One day I caught a fly.
How many legs has a fly?
What is like a fly?
The spider has eight eyes.
Does he see the flies?

NOTE.—Fifth review. See pages 45, 63, 79 and 109.

rabbit white

eat live

My my

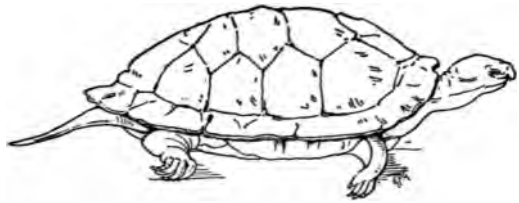


My rabbit is white.

My rabbit is white.
It has four legs.
It has two eyes.
It has a face.
It has two

What does a rabbit eat?
Where does a rabbit live?
Does a rabbit eat leaves?
What does a rabbit
do to the little trees?

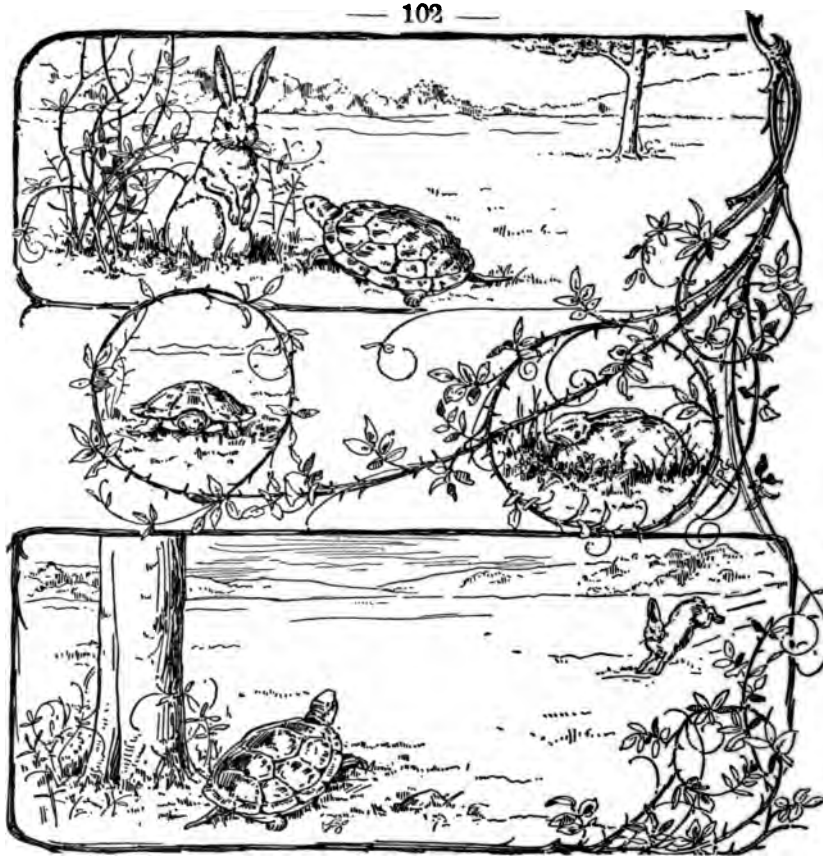
NOTE.—A pet rabbit brought to the school will awaken much interest and lead to conversation.



The turtle has a house
on his back.
The turtle crawls.
Some turtles eat bread and milk.

The turtle has a house on his back.
The turtle crawls.
Some turtles eat bread and milk.
Turtles like flies.
Where do turtles live?
What do turtles like to eat?
Turtles lay round eggs.

NOTE.—The observation lessons on the rabbit and turtle relate to the literature on pages 102 and 103.



One day a rabbit was playing hop, skip, and jump in the grass. He laughed at a turtle who crawled slowly by and bragged about his own running.

"Let us try a race together," said the turtle. "I will run to yonder tree with you." Away they ran as fast as they could go. The rabbit ran far ahead; then he played and fell behind. The turtle did not stop to play. The rabbit ate some clover leaves and lay down for a nap. The turtle pushed right on toward the tree as fast as his short legs could carry him.

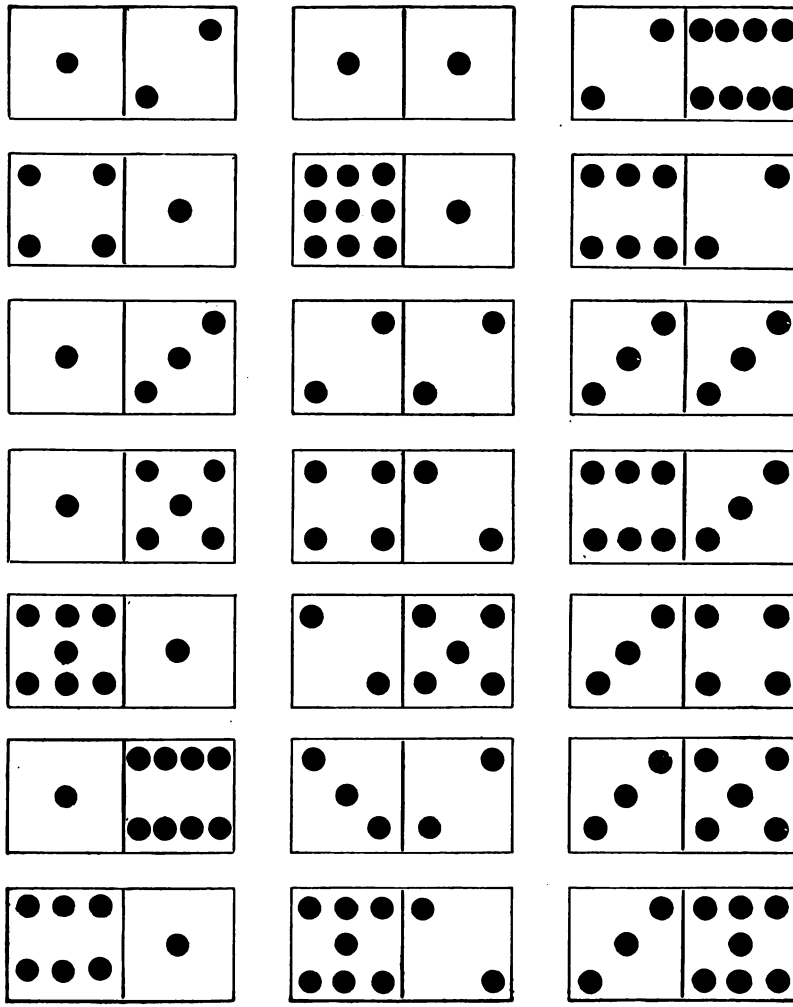
By-and-by the rabbit awoke, and what do you think he saw? The turtle had beat in the race and was by the tree waiting for him.

NOTE.—Let the children reproduce this story in their own words and tell what it means.

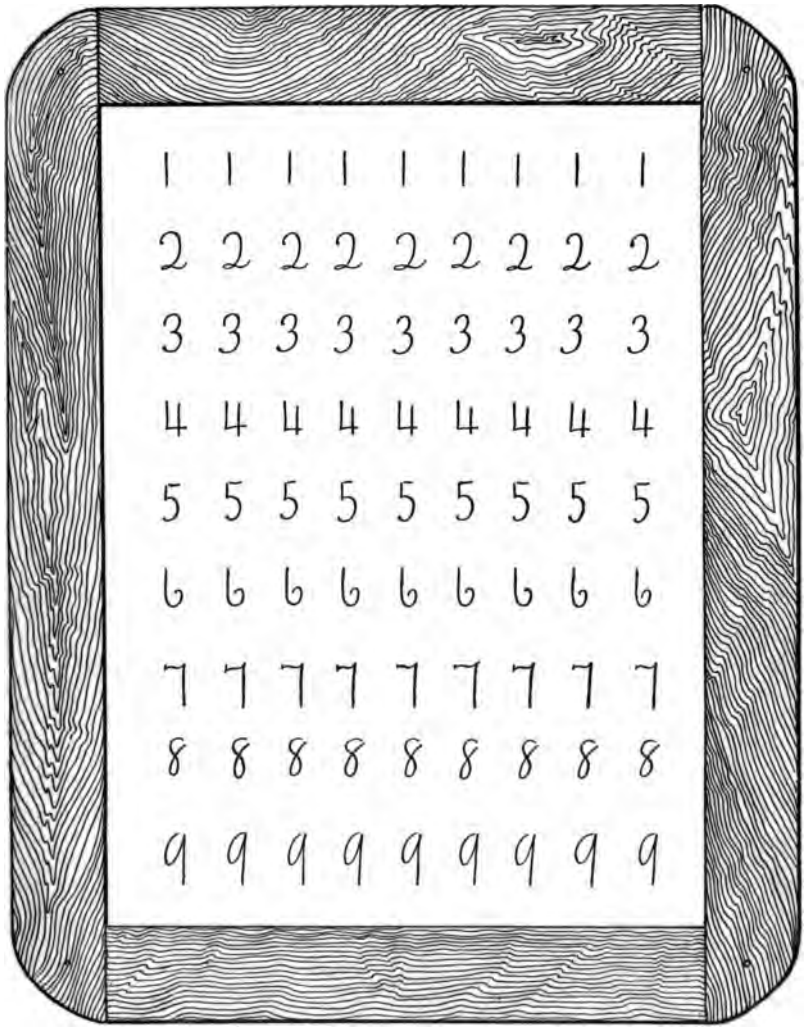
ran	race	woke
crawled	woke	beat
stopped	beat	race
Who	who	by

The rabbit ran and the turtle crawled.
The rabbit stopped to play.
The turtle crawled on.
The rabbit stopped to eat.
The turtle crawled on.
The rabbit went to sleep.
The turtle crawled on.
The rabbit woke.
He saw the turtle by the tree.
How did the turtle beat?

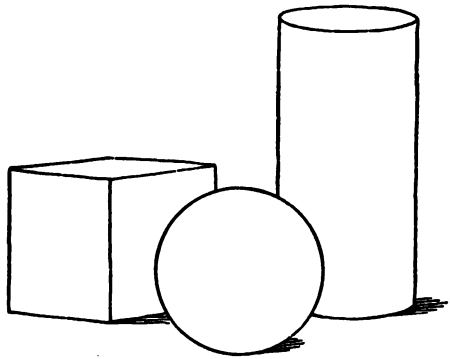
NOTE.—This lesson should be preceded by oral reproduction of the fable and by reading lessons given by the children and which have been written on the blackboard by the teacher.



NOTE.—This page presents twenty-one of the forty-five combinations of the first ten numbers. Drill until the pupils can read rapidly in any order the numbers and their sums.



NOTE.—Drill thoroughly upon the form of each figure.



A cylinder can stand.

A cylinder can stand.

A cylinder can roll.

How is a cylinder like a ball?

How is a cylinder like a cube?

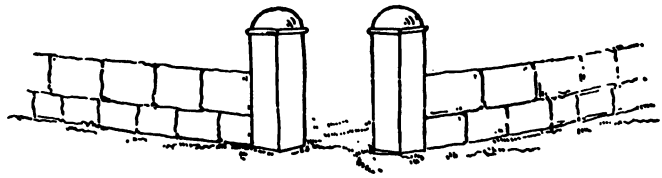
What is like a cylinder?

A pencil is like a cylinder.

A stem is like a cylinder.

My —— is like a cylinder.

NOTE.—Encourage the children to tell all they can about the cylinder before telling them its name. The statements which they make should be placed on the blackboard for a preliminary reading lesson.



I can build a cross, a chair
and a table.
You may build a gate and a wall.
I have made a flower stand.
How many cubes did it take?
A cup is on my flower stand.
This box has corners and edges.
Put an apple in the box.
I helped you lay the sticks in a row.
The cylinder was by the cube.
He went under the trees and played.
The cat played with the leaves.
The leaves flew with the wind.
They said, "We want to go."
The snow falls on the leaves.

rabbit	*crawled*	eats
turtle	*stopped*	egg
house	*live*	crawl
back	*ran*	houses
bread	*stand*	stop
milk	*woke*	lives
eggs	*beat*	stands
cylinder	*some*	with
race	*my*	blue
eat	*can*	brown
crawls	*who by*	yellow

NOTE.—This page, together with pages 44, 62, 78, 88 and 98 present in script all the words used in the reading lessons of this book, except derivitives and word-building exercises.

rabbit	eggs	stopped	some
turtle	cylinder	live	eats
house	race	ran	can
back	eat	stand	my
bread	crawls	woke	who
milk	crawled	beat	by

My rabbit lives in a little house.
My turtle crawls with a house on his back.
The turtle eats bread and milk.
He ran a race with the rabbit.
The rabbit stopped to eat and sleep.
The turtle beat in the race.
Who woke the rabbit?

My bird has a yellow back.
Some birds lay blue eggs.
Can the cylinder stand by the cube?

NOTE.—This page, together with pages 45, 63, 79, 89 and 99 present in print, both singly and in sentences, all the words used in the reading lessons of this book except the plurals.

Come and play with me.
What do you like to play?
We will find red flowers and stems,
buds and green leaves.
We will roll purple balls.

Where are my books and slate?
Bring me my pencil.
We will draw circles and squares
and cut white stars.
You may lay all my sticks.
We will eat yellow apples
and round oranges.

Do you want to play a bird game?
We will all be little brown birds
and fly and fly and fly.

NOTE.—Encourage the children to enter into the spirit of this and the following lesson by allowing each little reader to invite a classmate to come and play.

You may be a spider.
Then you will have eight legs.
How many eyes have you?
Have you a brown dress?
I will be a fly and buzz with my wings.
One day a fly was caught in a web.
Did the bird see the fly?
She saw the poor fly and went
to help him out.
A man tried to catch a bird in a net.
The fly buzzed in his face.

Do you want to run a race?
Count one, two, three, four, five,
six, seven, eight, nine, ten.
Away we go, catch me.
You can not beat me.

NOTE.—The sentences on pages 107, 109, 110 and 111 include the one hundred fifty six words used in the reading lessons of this Primer.

NOTE.—Pattern for a sewing card or for tracing.

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